

Victor Central School  
Board of Education  
PROPOSED AGENDA  
**Regular Meeting, Thursday, August 8, 2019 – 5:30 PM**  
**Early Childhood School Boardroom**

|   |
|---|
| <i><b>It is expected that, upon opening the meeting, a motion will be made to adjourn to executive session and that the regular meeting will begin at 7:15 PM</b></i> |
|---|

✓ = Board Action Expected

**1. Meeting Called to Order by President Deborah Palumbo-Sanders**

- ✓
  - *Motion to enter executive session to discuss the employment history of a specific individuals, matters involving personnel, safety.*
- ✓
  - *Motion to return to regular session*
- A. **Moment of Silence**
- B. **Pledge to the Flag**
- C. **Greetings to Visitors**
- D. **Reading of Fire Evacuation Procedure**  
(In case of a fire, would everyone please follow the EXIT signs to the outside of the building. Please stay completely clear of the building to provide space for any Fire Department vehicles. Thank you!)
- E. **Proposed 2020 Capital Project Update**

✓ **2. Approval of Agenda**

**3. Presentations/Recognitions:**

- Board Member Recognition

**4. Public Participation:** The Board of Education invites you, members of the school community, to feel comfortable in sharing matters of interest or concern that you might have with us. Although the Board's work is open to the public, this is not a meeting with the public. All matters brought to the attention of the Board during the public session may be taken under consideration for future response or action. If you wish to speak, please sign-up at the table where you entered the Boardroom. The Chair will be happy to recognize those of you who wish to speak. When you approach the podium/microphone please identify yourself before presenting your thoughts.

*(Individual comments will be limited to 3 minutes and the total time for this portion of the agenda will be limited to 15 minutes.)*

As a matter of courtesy, we ask that issues related to specific School District personnel or students be brought to the attention of the Superintendent of Schools privately. Thank you for this consideration.

✓ **5. Acceptance of Consent Items (5 min.)**

- A. **Minutes of the regular meeting of July 11, 2019;**
- B. **Treasurer's Report for the month ending June 30, 2019;**
- C. **Personnel Agenda;**
- D. **Board Members to attend standing committee meetings;**

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- E. Recommendations of the Committee on Special Education from the meetings of February 7, 13, 27, 28, 2019, March 1, 11, 12, 13, 14, 18, 19, 20, 21, 22, 25, 26, 27, 28, 29, 2019, April 5, 8, 9, 10, 11, 12, 22, 23, 24, 25, 29, 30, 2019, May 2, 3, 4, 6, 7, 8, 9, 10, 13, 14, 15, 16, 20, 21, 22, 23, 29, 2019, June 14, 18, 20, 24, 25, 26, 28, 2019, and July 9, 11, 12, 16, 17, 18, 23, 29, 2019 and from the Committee on Preschool Special Education from the meetings of May 2, 16, 21, 28, 2019, June 13, 27, 2019, and July 11, 23, 2019;
- F. Approve School District Tax Rate for 2019-2020;
- G. Approve Victor Farmington Library Tax Rate for 2019-2020;
- H. Authorization of the Annual Professional Performance Review (APPR) Principal Lead Evaluator Resolution;
- I. Appointment of John Zappia as Purchasing Agent;
- J. \$500,000 bonding coverage from faithful performance bonds for Accounts Payable Clerk, Payroll Clerk, Assistant Superintendent for Business/Interim School Business Official;
- K. Authorization for the Assistant Superintendent for Business/Interim School Business Official to certify the payroll;
- L. Authorization for the Assistant Superintendent for Business/Interim School Business Official to establish the following Petty Cash Accounts:
- | Account  | Amount     | Custodian  |
|--|------------|--|
| Senior High School.....  | \$50.00..  | Senior High Principal  |
| Junior High School.....  | \$50.00..  | Junior High Principal  |
| Intermediate School.....   | \$50.00..  | Intermediate School Principal  |
| Primary School.....  | \$50.00..  | Primary School Principal   |
| Early Childhood School.....  | \$50.00... | Early Childhood School Principal   |
| District Office.....   | \$50.00..  | Assistant Superintendent for<br>Business/Interim School Business<br>Official |
| Transportation Office.....   | \$50.00.   | Director of Transportation   |
| Event Admissions(competition start-up cash).. <td>\$2500.00</td> <td></td> | \$2500.00  |  |
- M. Authorization for the following individuals to sign checks on behalf of the School District for the accounts designated:
- General and School Lunch, Special Aid, Capital Funds: Assistant Superintendent for Business/Interim School Business Official, District Treasurer, Deputy District Treasurer;
  - Payroll Account: Assistant Superintendent for Business/Interim School Business Official, District Treasurer, Deputy District Treasurer;
  - Extra-Curricular Account: Treasurer-Extra Classroom Activities Account, Assistant Superintendent for Business/Interim School Business Official, District Treasurer, Deputy District Treasurer, and Senior High School Guidance Secretary;
- N. Authorization for the Assistant Superintendent for Business/Interim School Business Official, District Treasurer or Deputy District Treasurer to execute wire transfers of District funds;
- O. Authorization of the Superintendent and the Assistant Superintendent for Business/Interim School Business Official, District Treasurer or Deputy District Treasurer to jointly confer, and then invest – if deemed appropriate – such portions of the District money available for time deposit accounts, certificates of deposit, short term government securities, or other investments permitted by law;

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- P. Authorization for Assistant Superintendent for Personnel, or (alternate) Assistant Superintendent for Business/Interim School Business Official to sign Civil Service Reports of Personnel Change.**
- Q. Accept the following donations:**
- \$1,319.36 from PTSA to Junior High School Student Council;
  - Spieth Anderson Pommel Horse and Classic Adjustable Balance Beam in the amount of \$4,000 from Don and Linda Dillman to the Victor Central School District;
- R. Declare the following as surplus:**
- Hewlett Packard Scanjet G4010 Scanners with VCS tag #s 012083, 012084;
  - Hewlett Packard Scanjet 4850 Scanner with VCS tag # 02496;
  - Epson DS-6500 Scanner with VCS tag # 013700;
  - Apple iPads with VCS tag #s 014240, 014241, 014242, 014245, 014247, 014252, 014253, 014257;
  - Hewlett Packard PB6460 Laptops with VCS tag #s 012898, 012907, 012908, 012911, 012922, 012926, 012928, 012931, 012932, 012935, 012937, 012940, 012944, 012947, 012954, 012956, 012958, 012961, 012965, 012967, 012977,
  - Hewlett Packard PB6470 Laptops with VCS tag #s 013374, 013376, 013377, 013378, 013379, 013381, 013384, 013385, 013386, 013388, 013389, 013390, 013391, 013392, 013394, 013396, 013397, 013399, 013400, 013401, 013402, 013403, 013405, 013406, 013408, 013409, 013410, 013411, 013416, 014216, 014217, 014219, 014220;
  - Acer11 Chromebooks with VCS tag #s 014722, 014723;
  - Hewlett Packard HP11 Chromebooks with VCS tag #s 11285, 11290, 11291, 11292, 11293, 11296, 11298, 11306, 11309, 11310, 11311, 11313, 11322, 11325, 11327, 11330, 11340, 11342, 11345, 11349, 11353, 11356, 11357, 014527, 014530, 014532, 014533, 014558, 014560, 014561, 014562, 014563, 014564, 014566, 014567, 014569, 014570, 289792, 289797, 289798, 289802, 289809, 289811, 289828, 289845, 289846, 289864, 289869, 289874, 289875, 289876, 289877, 289879, 289880, 289883, 294267, 294268, 297271, 294272, 294273, 294277, 294281, 294282, 294284, 294285, 294286, 294291, 294293, 294297, 294300, 294302, 294303, 294305, 294306, 294307, 294308, 294310, 328950;
  - Dell11 Chromebooks with VCS tag #s 014275, 014276, 014277, 014278, 014279;
  - Samsung303C Chromebooks with VCS tag #s 014502, 014503, 014504;
  - Lenovo Thinkpad11e Chromebook with VCS tag # 014715;
  - NEC Projector with VCS tag # 02648;
- S. Transfer funds to reserves according to the memo submitted by John Zappia dated 8/1/19;**
- T. Approve the School Resource Officer Contract for the 2019-2020 school year;**
- U. Award the 2019-20 Painting Services bid to Nowak Painting as the lowest responsible bidder meeting specifications;**
- V. Approve the following curriculum:**
- Grade 2 English Language Arts
  - Grade 8 English Language Arts
  - Journalism
  - Chemistry

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- 6.
  - A. **Campus News**
  - B. **Construction Update** (*Chris Marshall, George Spinaris; 15 min.*)
  - C. **Secondary End of the Year Report** (*Brian Siesto; 30 min.*)
  - D. **Appoint Board of Education Committees for 2019-2020** (*15 min.*)
  - ✓ E. **Policy Review; Second and final reading of the following policy:**
    - 1. **School-wide Pre-referral Approaches and Interventions; Policy 4321.2**
  - F. **Policy Review; First reading of the following policies:**
    - 1. **Special Education Personnel; Policy 4321.14**
    - 2. **Districtwide and Statewide Assessments of Students with Disabilities; Policy 4321.7**
- 7. **Meeting Reports**
- 8. **Public Comment:** The Board of Education invites you, members of the school community, to feel comfortable in sharing matters of interest or concern that you might have with us. Although the Board's work is open to the public, this is not a meeting with the public. All matters brought to the attention of the Board during the public session may be taken under consideration for future response or action. If you wish to speak, please sign-up at the table where you entered the Boardroom. The Chair will be happy to recognize those of you who wish to speak. When you approach the podium/microphone please identify yourself before presenting your thoughts.  
*(Individual comments will be limited to 3 minutes and the total time for this portion of the agenda will be limited to 15 minutes.)*  
As a matter of courtesy, we ask that issues related to specific School District personnel or students be brought to the attention of the Superintendent of Schools privately. Thank you for this consideration.
- 9. **Upcoming Events**
  - A. **New Teacher Orientation August 19, 2019 from 8:00 – 8:30 AM in the Early Childhood School Boardroom;**
  - B. **Superintendent's Conference Day (Opening Day for Staff) August 28, 2019 from 8:00 – 9:00 AM in the JH/SH Performing Arts Center;**
  - C. **Next Regular Board Meeting September 12, 2019 at 7:15 PM in the Early Childhood School Boardroom;**
- ✓ 10. **Adjourn**

**VICTOR CENTRAL SCHOOL  
BOARD OF EDUCATION**

**Unapproved Minutes of the Organizational and Regular Meeting of July 11, 2019  
Early Childhood School Boardroom  
953 High Street  
Victor, New York 14564**

**CALL TO ORDER** District Clerk Maureen Goodberlet called the meeting to order at 6:55 PM.

**Members Present** Karen Ballard, Chris Eckhardt, Debbie Palumbo-Sanders, Mike Vistocco  
**Member Absent** Tim DeLucia, Kristin Elliott, Christopher Parks

**OATH OF OFFICE**  
***D. Santiago-Marullo*** District Clerk Maureen Goodberlet administered the Oath of Office to Superintendent of Schools Dawn Santiago-Marullo. The Oath of Office was signed by Dr. Santiago-Marullo. *Mrs. Goodberlet said she administered the Oath of Office to newly elected Board members Tim DeLucia, Chris Eckhardt and Kristin Elliott earlier in July.*

**ENTER EXECUTIVE SESSION** A motion was made by D. Palumbo-Sanders, seconded by C. Eckhardt, to enter executive session at 6:56 PM to discuss the employment history of specific individuals. The motion was carried. 4 yes 0 no

**REGULAR SESSION** A motion was made by D. Palumbo-Sanders, seconded by K. Ballard, to return to regular session at 7:28 PM. The motion was carried. 4 yes 0 no.

**ELECTION OF OFFICERS** *President* The District Clerk called for nominations for Board of Education President. Mike Vistocco nominated Debbie Palumbo-Sanders for President.

The District Clerk asked if there were any other nominations for Board of Education President. There being no other nominations, the District Clerk asked for a vote. The vote was carried 4 yes 0 no.

Mrs. Palumbo-Sanders was declared Board President for the 2019-20 school year.

*Vice President* The District Clerk called for nominations for Board of Education Vice President.

Karen Ballard nominated Christopher Parks for Vice President.

The District Clerk asked if there were any other nominations for Board of Education Vice President. There being no other nominations, the District Clerk asked for a vote. The vote was carried 4 yes 0 no.

Dr. Parks was declared Vice President for the 2019-20 school year.

*The Oath of Office was signed by Mrs. Palumbo-Sanders. District Clerk Maureen Goodberlet stated she will have Dr. Parks sign the Oath of Office upon his return. Board President Palumbo-Sanders took the chair.*

# **VICTOR CENTRAL SCHOOL BOARD OF EDUCATION**

## **APPROVE AGENDA**

A motion was made by M. Vistocco, seconded by K. Ballard, to approve the revised agenda for the meeting. The motion was carried. 4 yes 0 no.

## **ORGANIZATIONAL ITEMS**

A motion was made by K. Ballard, seconded by C. Eckhardt, to approve upon recommendation of the Superintendent, the following organizational items for the 2019-2020 school year:

## **APPOINTMENT OF DISTRICT OFFICERS**

|                                  |   |
|----------------------------------|---|
| <i>District Clerk</i>            | Appointment of Maureen A. Goodberlet as Clerk of the Board of Education |
| <i>District Treasurer</i>        | Appointment of Lynne Lubaszewski as District Treasurer;                 |
| <i>Deputy District Treasurer</i> | Appointment of Jill Smith as Deputy District Treasurer;                 |
| <i>Tax Collector</i>             | Appointment of Nicole Ritz as Tax Collector;                            |
| <i>Claims Auditor</i>            | Appointment of Susan Reed as Claims Auditor;                            |

## **APPOINTMENT OF OTHER POSITIONS**

|   |  |
|---|--|
| <i>School Physician</i>   | Appointment of Dr. Robert J. Tuite as school physician and medical director, and Barbara Sullivan as nurse practitioner;   |
| <i>School Attorney</i>  | Appointment of Harris Beach PLLC, Ferrara Fiorenza PC, and Monroe 2 Orleans BOCES as attorneys;  |
| <i>Attendance Officer</i>   | Appointment of Veronica Puglisi as Attendance Officer;   |
| <i>Purchasing Agent</i>   | Appointment of Joseph Dougherty as Purchasing Agent;   |
| <i>Insurance Consultant</i>   | Appointment of R.L. Anderson – Van Horne Agency as Insurance Consultant;   |
| <i>External Auditor</i>   | Appointment of Raymond F. Wager, C.P.A., P.C. as External Auditor;   |
| <i>Internal Auditor</i>   | Appointment of EFPR Group as Internal Auditor;   |
| <i>Records Access /<br/>Management Officer</i>                              | Appointment of Maureen Goodberlet as Records Access/Management Officer;  |
| <i>LEA Designee</i>   | Appointment of Christopher Marshall as Asbestos (LEA) Designee;  |
| <i>Title IX / Section 504<br/>Officer</i>                                   | Appointment of Veronica Puglisi as Title IX/Section 504 Officer;   |
| <i>Committee on Special<br/>Education / Preschool<br/>Special Education</i> | Appointment of Julie Bitely, Julie Branieki, Jennifer Check, Anne Clark, Leah Daniels-Farren, Dorothy DiAngelo, Karl Dubash, Brian Gee, Melissa Goho, Carrie Goodell, Kirra Guard, Emily Hopkins-Ives, Tara hopson, Leah Kedley, Hannah Knight, Michele Maloney, Kathryn Mandile, Sheila McCarthy, Scott Miller, Veronica Puglisi, Amy Shannon, Brian Siesto, Kristin Swann, Kevin Swartz, David Thering, Staci Thibodeau, Amanda Tripp, Dr. Robert Tuite, and Tania Zazulak-Angelini as members of the Committee on Special Education and the Committee on Preschool Special Education; |
| <i>Treasurer – Extra<br/>Classroom Activities<br/>Account</i>               | Appointment of Betty Post as Treasurer – Extra Classroom Activities Account;   |

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***Dignity Act Coordinators*** Appointment of Melissa Goho, Leah Kedley, Michele Maloney, John Ryan, Veronica Puglisi, Amy Shannon, Kristin Swann and David Thering as Dignity Act Coordinators;

***Designated Educational Official*** Appointment of John Ryan as the Designated Education Official;

## **BONDING OF PERSONNEL**

\$100,000 coverage endorsement from a blanket bond for each employee  
\$1 million policy for District Treasurer, Deputy District Treasurer, Tax Collector, and Claims Auditor  
\$500,000 coverage from faithful performance bonds for Accounts Payable Clerk, Payroll Clerk, and Assistant Superintendent for Business.

## **DESIGNATIONS**

***Banks*** BE IT RESOLVED, that any commercial bank and/or trust company, including but not limited to Canandaigua National Bank, Five Star Bank, Genesee Regional Bank and JP Morgan Chase having offices in New York State or any bank participating in the Insured Cash Sweep (ICS) or Certificate of Deposit Account Registry Services (CDARS) programs be and hereby are designated as the official depositories for the School District funds during the school year 2019-20 and that the maximum amount which may be kept on deposit in any one bank shall not exceed the District's annual general fund budget.

***Official Newspaper*** Designation of *The Daily Messenger* as official newspaper of the District;

***Board of Education Meeting Dates*** Designation of the second Thursday of each month at 7:15 P.M. as the regular meeting time for the Board of Education with the following exception; the January 2020 Board meeting will be held on Thursday, January 16, 2020, the March 2020 Board meeting will be held on Wednesday, March 11, 2020, and the April 2020 Board meeting will be held on Thursday, April 16, 2020. The Board of Education work sessions will be scheduled for the fourth Thursday of the month as necessary;

***Organizational Meeting*** Designation of Thursday, July 9, 2020, as the date of the organizational meeting for the 2020-21 school year;

***Mileage Reimbursement*** Establishment, pursuant to Section 2118 of the Education Law, of the mileage reimbursement rate for employees at an amount equal to the Internal Revenue Service rate.

## **AUTHORIZATIONS**

***Payroll Certification*** Authorization for the Assistant Superintendent for Business to certify the payroll;

***Student Services*** Authorization for the Superintendent, or designee, and Board President or Vice

***Contracts Conference*** President to sign contracts for student services (such as health), and tuition contracts;

***Attendance*** Authorization for the Superintendent or his/her designee to approve attendance of instructional and non-instructional staff at conferences;

# VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

Authorization for the Assistant Superintendent for Business to establish the following Petty Cash Accounts:

| <i>Petty Cash</i> | <u>Account</u>                                  | <u>Amount</u> | <u>Custodian</u>                      |
|-------------------|---|---------------|---------------------------------------|
|                   | Senior High School                              | \$50.00       | Senior High Principal                 |
|                   | Junior High School                              | \$50.00       | Junior High Principal                 |
|                   | Intermediate School                             | \$50.00       | Intermediate School Principal         |
|                   | Primary School                                  | \$50.00       | Primary School Principal              |
|                   | Early Childhood School                          | \$50.00       | Early Childhood Principal             |
|                   | District Office                                 | \$50.00       | Assistant Superintendent for Business |
|                   | Transportation Office                           | \$50.00       | Director of Transportation            |
|                   | Event Admissions<br>(competition start-up cash) | \$2,500.00    | Athletic Director                     |
|                   | School Lunch Fund (start-up cash)               | \$175.00      | Director of Food Service              |

**Check Signers** Authorization for the following individuals to sign checks on behalf of the School District for the accounts designated:  
General and School Lunch, Special Aid, Capital Funds: Assistant Superintendent for Business, District Treasurer, Deputy District Treasurer  
Payroll Account: Assistant Superintendent for Business, District Treasurer, Deputy District Treasurer  
Extra-Curricular Account: Treasurer-Extra Classroom Activities Account, Assistant Superintendent for Business, District Treasurer, Deputy District Treasurer, and Senior High School Guidance Secretary

**Professional Organizations** Authorization for the Board of Education and District Members to participate in professional organizations;  
**Indemnification** Authorize School District employee and officer indemnification under Public Officer's Law §18;

**District-owned Cell Phones** Authorization for the technology department, night custodian, director of transportation and substitute caller to have District-owned cell phones;  
**Hearing Officer Appointment** Authorization for the President or Vice President of the Board of Education to independently appoint an Impartial Hearing Officer as necessary for any impartial hearing regarding the placement of a special education student;

**Budget Transfers** Authorization for the Superintendent or her designee to make all necessary budget transfers in accordance with Section 170.2 (1) of the Commissioner's Regulations and Board Policy 6150;

## OTHER ITEMS

**Wire Transfers** Authorization for the Assistant Superintendent for Business and District Treasurer or Deputy District Treasurer to execute wire transfers of District funds;  
**Employment of Staff Members** Authorization for the Superintendent to employ staff members pending Board approval at its next regular meeting;  
**BOCES Bids** Authorization for the District to participate in all BOCES Cooperative Bids for the 2019-2020 school year;  
**Investment of Funds** Authorization of the Superintendent and the Assistant Superintendent for Business, District Treasurer, or Deputy District Treasurer to jointly confer, and then invest - if deemed appropriate - such portions of the District money available for time deposit



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accounts, certificates of deposit, short term government securities, or other investments permitted by law;

|  |   |
|--|---|
| <i>Grants</i>  | Authorization of the Superintendent to apply for State and Federal Grants in Aid;   |
| <i>Board Conference Attendance</i>                           | Authorization for Board of Education members to attend conferences, conventions and workshops with expenses paid by the School District;                              |
| <i>Consultant Services</i>                                   | Authorization for the Superintendent to purchase consultant and professional services;  |
| <i>Civil Service Reports Compensation – Election Workers</i> | Authorization for the Assistant Superintendent for Personnel, or (alternate) Assistant Superintendent for Business to sign Civil Service Reports of Personnel Change; |
| <i>Board of Registration Substitute Rates</i>                | Establishment of the compensation rate for members of the Board of Registration and for election inspectors and clerks at minimum wage;                               |
|  | Appointment of Nancy Mancuso and Carrie Fagan as the Board of Registration for the 2019-2020 school year;   |
|  | Establishment of the following substitute rates:  |

| <u>Position</u>                           | <u>2019-2020</u>                             |
|---|--|
| Aide Substitute                           | \$11.10 per hour (\$11.80 per hour 12/30/19) |
| Accompanist                               | \$50.00 per hour (2 hour maximum)            |
| Auto (Bus) Mechanic Substitute            | \$17.59 per hour                             |
| Business Office Support                   | \$14.50 per hour                             |
| Bus Driver Substitute                     | \$14.50 per hour                             |
| Bus Monitor Substitute                    | \$11.10 per hour (\$11.80 per hour 12/30/19) |
| Summer Bus Monitor Substitute             |  |
| (Certified Bus Driver Rate)               | \$14.40 per hour                             |
| Cleaner Substitute                        | \$11.15 per hour (\$11.80 per hour 12/30/19) |
| Clerk/Secretary Substitute                | \$13.36 per hour                             |
| Driver Education Teacher                  | \$38.25 per hour                             |
| Driver Education Coordinator              | \$500.00 per session (3 sessions total)      |
| Food Service Helper Substitute            | \$11.10 per hour (\$11.80 per hour 12/30/19) |
| Food Service Laborer Substitute           | \$11.30 per hour (\$11.80 per hour 12/30/19) |
| Groundskeeper Substitute                  | \$11.60 per hour (\$11.80 per hour 12/30/19) |
| Life Guard (Junior Per Diem Status)       | \$11.40 per hour (\$11.80 per hour 12/30/19) |
| Life Guard (Senior Per Diem Status)       | \$14.57 per hour                             |
| Messenger Substitute                      | \$11.80 per hour                             |
| Nurse Substitute                          | \$133.00 per day                             |
| Pool Supervisor                           | \$16.83 per hour                             |
| Summer Grounds Helper                     | \$11.10 per hour (\$11.80 per hour 12/30/19) |
| Student Worker                            | \$11.10 per hour (\$11.80 per hour 12/30/19) |
| Teacher (Per diem) NYSTRS Retiree         | \$130.00 per day                             |
| Teacher (Per diem) Certified Substitute   | \$105.00 per day                             |
| Teacher (Per diem) Uncertified Substitute | \$95.00 per day                              |
| Teacher (Short-term Substitute)           | \$198.00-\$208.00 per day                    |
| Traffic Support                           | \$12.51 per hour                             |
| Translator (Temporary Assignment)         | \$39.75 per hour                             |

# VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

|                               |   |
|-------------------------------|---|
| <b><i>Policies</i></b>        | Review of all Board of Education policies   |
| <b><i>Policy Review</i></b>   | Review policies including Investments (6240), Purchasing (6700), Code of Conduct (5300), and Parent and Family Engagement (1900) as required by law   |
| <b><i>Attendance Data</i></b> | Review building-level student attendance data as required under Commissioner's Regulations section 104.1, and if the data shows a decline in attendance rates, shall review its policy on Attendance (5100) |
| <b><i>Safety Plans</i></b>    | Adopt District-level School Safety Plan and Building-level Safety Plan  |
| <b><i>APPR Lead</i></b>       | Authorization of the Annual Professional performance Review (APPR)  |
| <b><i>Evaluators</i></b>      | Principal/Teacher Lead Evaluator Resolutions.   |
| <b><i>Civil Service</i></b>   | Civil Service Standard Work Hours Resolution; BE IT RESOLVED, that the Victor Central School District hereby establishes standard work days for its employees and   |
| <b><i>Standard</i></b>        | will report days worked to the New York State and Local Employees' Retirement System based on the time keeping system.  |
| <b><i>Work Hours</i></b>      | A motion to approve the foregoing appointments and authorizations was carried.<br>4 yes 0 no ( <b><i>end of organizational items</i></b> )  |

## **PUBLIC PARTICIPATION**

None at this time.

### **CONSENT ITEMS**

A motion was made by K. Ballard, seconded by C. Eckhardt to approve, upon recommendation of the Superintendent, the following consent items:

## **MINUTES**

Minutes of the Regular Board Meeting on June 13, 2019, the Victor Farmington Library Vote on June 24, 2019, and the Special Board Meeting on July 1, 2019;

## **FINANCIAL STATEMENTS**

Treasurer's Report for the month ending May 31, 2019;

## **PERSONNEL**

The following personnel items:

All appointments on these pages are made in compliance with New York State Education Law relating to criminal history background clearances for new employees. Conditional clearances under that law have been requested for all new employees.

### **Part Time Appointments:**

The appointment of **Julie Saunders**, who holds Certification in Pre-Kindergarten, Kindergarten and Grades 1-6, to a part-time (.6fte) position as an Elementary Teacher effective September 1, 2019, and ending June 30, 2020, at an annual salary of \$40,345 (Step 18M+23).

The appointment of **Melissa Murphy**, who holds Certification in Art, Childhood Education Grades 1-6, and Students with Disabilities Grades 1-6, to a part-time (.8fte) position as an Art Teacher effective September 1, 2019, and ending June 30, 2020, at an annual salary of \$39,340 (Step 7M+14).

## **VICTOR CENTRAL SCHOOL BOARD OF EDUCATION**

The appointment to a job share of **Julie Santarone**, who is licensed as a Registered Professional Nurse, to a part-time (.6fte) position as a School Nurse effective July 1, 2019, and ending June 30, 2020, at an annual salary of \$22,378 (Step 11).

The appointment to a job share of **Marki Holcomb**, who is licensed as a Registered Professional Nurse, to a part-time (.4fte) position as a School Nurse effective July 1, 2019, and ending June 30, 2020, at an annual salary of \$12,543 (Step 3).

### **Appointments:**

The appointment of **Amanda Tripp**, Extended School Year Coordinator, effective July 1, 2019, at a stipend of \$5,000.

The appointment of **Joyce Prockton**, who holds Permanent Certification in Childhood Education 1-6 and Special Education, as Teacher Center Director Part-Time, effective July 1, 2019, and ending June 30, 2020, at an annual rate of \$17,600.

The appointment of the following as an Extended School Year Teacher at an hourly rate of \$39.75: **Marcia Tobin**

The re-appointment of **Alan Granger, Jamie Coles, Stephen Schreib, Jacob Herendeen, and Andrew Purdie**, as part-time Driver Education Teachers, for the 2019/2020 school year at an hourly rate of \$38.25.

The appointment of the following as Extended School Year Nurse at an hourly rate of \$21.22: **Lori Pownall**

### **Long Term Substitute Appointments:**

The appointment of **Jocelyn Danieluk**, who has Certifications in Childhood Education Grades 1-6 and Students with Disabilities Grades 1-6, to a long term substitute position as a Special Education Teacher, effective September 1, 2019, and ending June 30, 2020, at an annual salary of \$50,050 (Step 9M).

The appointment of **Robert Nestricks**, who has Certification in Pre-Kindergarten, Kindergarten, and Grades 1-6, to a long term substitute position as an Elementary Teacher, effective September 1, 2019, and ending June 30, 2020, at an annual salary of \$51,880 (Step 10M+6).

The appointment of **James Jordan**, who has Certifications in Physics Grades 7-12 and Earth Science & General Science Grades 7-12, to a long term substitute position as a Science Teacher, effective September 1, 2019, and approximately ending December 20, 2020, at an annual salary of \$38,011.

# VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

**Leaves of Absence:** Pursuant to the Uniformed Services Employment and Reemployment Rights Act (USERRA), the granting the extension of unpaid military leave of absence for **Steven Metzger**, Science Teacher, through December 31, 2019.

**Resignations:** The resignation of **Abigail Gisondi**, School Nurse, effective June 30, 2019.

The resignation, due to retirement, of **Sara Camp**, Elementary Teacher, effective June 3, 2020.

The resignation of **Joseph Dougherty**, Assistant Superintendent for Business, effective July 28, 2019.

The resignation of **Lauren Rister**, Music Teacher, effective July 9, 2019.

## Co-Curriculars:

|                 | <u>Teacher Leaders</u>       | <u>Name</u> |
|-----------------|------------------------------|-------------|
| <b>Strand 1</b> | English Language Arts (9-12) | Craig Kaper |

## Co-Curriculars:

| <u>Clubs &amp; Advisors</u>                      | <u>Name</u>    | <u>Group</u> |
|--|----------------|--------------|
| Sr. High Positive School Climate Club Co-Advisor | Johanna Arnitz | 2/2          |
| Sr. High Positive School Climate Club Co-Advisor | Todd Forrest   | 2/2          |

| <b>Co-Curriculars:</b> | <b>Music</b>                | <b>Name</b>          | <b>Group</b> |
|------------------------|-----------------------------|----------------------|--------------|
|                        | JH Musical Assistant        | Sarah Reilly         | 2            |
|                        | JH Musical Assistant        | Aaron Isaacs         | 2            |
|                        | JH Musical Assistant        | Anthony D'Agostino   | 2            |
|                        | JH Musical Assistant        | Laura Brewer         | 2            |
|                        | JH Musical Assistant        | Steve Cronmiller     | 2            |
|                        | JH Musical Assistant        | Mary Sue Hartz-Holtz | 2            |
|                        | JH Musical Assistant        | Matthew Mayne        | 2            |
|                        | JH Musical Assistant        | Karen Mellema        | 2            |
|                        | JH Musical Assistant        | Kaitlyn Barthelmes   | 2            |
|                        | JH Musical Director         | Lee Anne Birkemeier  | 5            |
|                        | SH Spring Musical Assistant | Erin Fetzner         | 2            |
|                        | SH Fall Play Director       | Jeremy Hawkinson     | 4            |
|                        | SH Spring Musical Director  | Jeremy Hawkinson     | 5            |

| <b>Per Diem<br/>Substitutes:</b> | <u>Candidate</u> | <u>Area of Certification</u> |
|----------------------------------|------------------|------------------------------|
|                                  | Abigail Gisondi  | School Nurse                 |
|                                  | Margaret Daly    | Mathematics                  |
|                                  | Ariana Perez     | Speech/Language              |
|                                  | Chad Dominic     | Elementary/Special Education |

# VICTOR CENTRAL SCHOOL BOARD OF EDUCATION

|                    |                              |
|--------------------|------------------------------|
| Erin Maloney       | Music                        |
| Samantha German    | Elementary/Special Education |
| Peter Fleckenstein | Technology                   |

| <b>Athletics:</b>     | <b><u>Position</u></b> | <b><u>Name</u></b> | <b><u>Level</u></b> | <b><u>Years</u></b> |
|-----------------------|------------------------|--------------------|---------------------|---------------------|
| <b>Tennis- Girls</b>  | Head Varsity           | Krystina Barnum    | 3                   | 13                  |
| <b>Soccer – Boys</b>  | Volunteer              | William Wuest      | -                   | -                   |
| <b>Soccer – Girls</b> | JV                     | Mike Mandrino      | 5                   | 19                  |
|                       | Volunteer              | Ellie Hamilton     | -                   | -                   |
|                       | Volunteer              | Kathryn Potter     | -                   | -                   |
| <b>Cheerleading</b>   | Varsity Assistant      | Alex Dayton        | 5                   | 7                   |
|                       | JV                     | Alexa O'Brien      | 5                   | 3                   |
|                       | JV                     | Dayna Ryan         | 5                   | 8                   |
|                       | Volunteer              | Jessica Dever      | -                   | -                   |

## **Non-Instructional**

### **Position Action:**

The Board of Education authorizes the following action to be effective on July 1, 2019:

- Create a position of Audio Visual Technician at an hourly rate of \$22.26. This position is assigned to the Civil Service Employee's Association unit.

### **Appointments:**

The promotional appointment of **Heidi Peone**, from Full Time Teacher Aide to Typist, effective July 1, 2019, at an hourly rate of \$14.06.

The appointment of the following as Teacher Aides in the Extended School Year Program, effective July 8, 2019 and ending August 16, 2019, at their 2019/2020 rate of pay: **Michele Alden, Jacob Dirkx, Paula Quirk & Marleah Holmes.**

The appointment of **Jacob Dirkx**, from Substitute Teacher Aide to Full Time Teacher Aide, effective June 25, 2019, at an hourly rate of \$11.80.

The appointment of **Aaron Isaacs**, from Audio Visual Assistant to Audio Visual Technician, effective July 1, 2019, at an hourly rate of \$24.73.

The re-appointment of **Chuck Callari** as Records Clerk Part-Time, effective July 1, 2019, at an hourly rate of \$19.45.

The re-appointment of **Susan Reed** as School Auditor, effective July 1, 2019, at an annual rate of \$5,892.

The re-appointment of **Sherri Lasky** as Continuing Education Instructor Part-Time, effective July 1, 2019, at an hourly rate of \$29.14.

## **VICTOR CENTRAL SCHOOL BOARD OF EDUCATION**

The appointment of **Sarah Maslyn**, Cleaner, effective July 15, 2019, at an hourly rate of \$12.18.

### **Resignations:**

The resignation of **Lavern Beech**, School Bus Monitor, effective June 18, 2019.

The resignation of **Kathleen Lacagnina**, Food Service Helper, effective June 24, 2019.

The resignation of **Tyler Moulton**, Part Time Teacher Aide, effective June 9, 2019.

The resignation of **Barbara Williams**, Food Service Helper, effective Jun 24, 2019.

The resignation of **Margaret Frank**, Part Time Teacher Aide, effective July 8, 2019.

The resignation of **Jose Ruiz Dominguez**, Cleaner, effective June 14, 2019.

The resignation of **Maria Nitche**, Part Time Teacher Aide, effective June 25, 2019.

The resignation of **Sarah Crowley**, Part Time Teacher Aide, effective June 30, 2019.

The resignation of **Jesus Juarez**, Cleaner, effective July 1, 2019.

The resignation of **Margaret Pixley**, Full Time Teacher Aide, effective June 28, 2019.

### **Per Diem and Substitute Positions:**

| <b><u>Candidate</u></b> | <b><u>Position</u></b> |
|-------------------------|------------------------|
| Kathleen Lacagnina      | Food Service Helper    |
| Tyler Moulton           | Teacher Aide           |
| Barbara Williams        | Food Service Helper    |
| Margaret Frank          | Teacher Aide           |
| John Messersmith        | School Bus Driver      |
| Heather Ochs            | Cleaner                |
| Margaret Pixley         | Teacher Aide           |

## **VICTOR CENTRAL SCHOOL BOARD OF EDUCATION**

|  |   |
|--|---|
| <b>CSE/CPSE<br/>RECOMMENDATIONS</b>  | Recommendations of the Committee on Special Education from the meetings of January 8, 11, 17, 28, 2019, February 1, 15, 26, 27, 2019, March 5, 8, 11, 13, 26, 27, 29, 2019, April 9, 11, 25, 26, 30, 2019, May 1, 3, 4, 7, 8, 14, 15, 21, 22, 23, 30, 31, 2019, June 3, 5, 6, 7, 10, 12, 13, 14, 17, 18, 19, 20, 21, 25, 26, 27, 2019 and from the Committee on Preschool Special Education from the meetings of April 30, 2019, May 21, 28, 2019, June 12, 13, 2019;   |
| <b>BOARD MEMBER<br/>COMMITTEE<br/>MEETINGS</b>   | Board members to attend standing committee meetings;  |
| <b>DONATIONS</b>   | <p>The following donations:</p> <ul style="list-style-type: none"><li>• \$1,870.82 from PTSA to the Intermediate School to support a fourth grade field trip to Ganondagan;</li><li>• \$1,307.92 from PTSA to the Early Childhood School and the Primary School to support field trip transportation;</li></ul> <p>Board President Debbie Palumbo-Sanders thanked PTSA for their support.</p>   |
| <b>BUDGET CALENDAR</b>   | Calendar for development of 2020-2021 school year budget as submitted.  |
| <b>CONFERENCE<br/>ATTENDANCE</b>   | <p>Board Members to attend the following conferences:</p> <ul style="list-style-type: none"><li>• Chris Eckhardt on-line training for 2019-2020 New York State School Boards Association New School Board Members;</li><li>• Tim DeLucia to attend the 2019 New York State School Boards Association Summer Law Conference on 7/18/19 in Rochester, NY;</li><li>• Kristin Elliott to attend the New York State School Boards Association 2019 Board Officers Academy on 9/27/19 in Rochester, NY;</li><li>• Karen Ballard to attend the New York State School Boards Association 2019 Annual Convention from 10/24/19 – 10/26/19;</li></ul> |
| <b>INTERNAL AUDIT<br/>AND CORRECTIVE<br/>ACTION PLAN</b>   | The Internal Audit Report and Corrective Action Plan for year ending June 30, 2019 as submitted;  |
| <b>AMENDMENT TO<br/>THE FINGER LAKES<br/>AREA SCHOOL<br/>HEALTH PLAN<br/>MUNICIPAL<br/>COOPERATIVE<br/>AGREEMENT</b> | <p><b>WHEREAS</b>, the Finger Lakes Area School Health Plan (“FLASHP”) was established pursuant to a Municipal Cooperative Agreement to Provide Health Benefits, which was last revised and adopted July 1, 2018 (the “Agreement”); and</p> <p><b>WHEREAS</b>, Victor Central School District is currently a participant in FLASHP (“Participant”); and</p> <p><b>WHEREAS</b>, Section V of the Agreement provides that the Agreement may be amended by an affirmative vote of 2/3 of all Directors then appointed and serving on the FLASHP Board of Directors (“FLASHP Board”); and</p>   |

## **VICTOR CENTRAL SCHOOL BOARD OF EDUCATION**

**WHEREAS**, the FLASHP Board voted by a 2/3 majority at a meeting held on May 2, 2019, to amend the Agreement and the By Laws to permit Superintendent-Advisors to have voting rights, effective January 1, 2020; and

**WHEREAS**, Article 5-G Section 119-O of the New York General Municipal Law, and Section V of the Agreement, require that changes to the Agreement must also be adopted by a majority vote of each Participant's governing body;

**WHEREAS**, Victor Central School district desires to approve the FLASHP Board's changes to the Agreement;

**NOW THEREFORE**, the Board of Education of the Victor Central School District has voted to approve the proposed changes to the Agreement, as described in the attached "First Amendment to 2018 Restatement of Municipal Cooperative Agreement to Provide Health Benefits."

### **FOOD SERVICE BID**

Award the 2019-2020 Food Service Bid to Renzi Food Services as the lowest responsible bidder meeting specifications;

### **2019-2020 PROFESSIONAL DEVELOPMENT PLAN**

The 2019-2020 Professional Development Plan as submitted.

### **2020-2021 PROFESSIONAL DEVELOPMENT PLAN**

Appoint Curriculum Council to review/revise the Professional Development Plan for the 2020-2021 school year;

### **REAL PROPERTY TAX LAW SECTION 487 RESOLUTION**

**WHEREAS**, Real Property Tax Law §487 provides that solar or wind energy systems or farm waste energy systems are exempt from real property taxation for a period of fifteen years; and

**WHEREAS**, the School District Board of Education previously adopted a resolution providing that the exemption under Real Property Tax Law §487 shall not apply within its jurisdiction; and

**WHEREAS**, Governor Cuomo signed into law Chapter 336 amending Real Property Tax Law §487; and

**WHEREAS**, effective January 1, 2018, Real Property Tax Law §487 will further provide that certain micro-hydroelectric energy systems, fuel cell electric generating systems, micro-combined heat and power generating equipment systems and electric energy storage equipment and electric energy storage systems will be exempt from real property taxation for a period of fifteen years; and



## **VICTOR CENTRAL SCHOOL BOARD OF EDUCATION**

**WHEREAS**, Real Property Tax Law §487 permits a school district to adopt a resolution providing that the exemption under Real Property Tax Law §487 shall not apply within its jurisdiction to such energy system projects which begin construction subsequent to the effective date of such resolution; and

**WHEREAS**, the Board of Education desires to adopt a resolution opting out of the tax exemption under the amended Real Property Tax Law §487.

**NOW, THEREFORE, BE IT RESOLVED** that:

1. The Board of Education reaffirms its prior resolution that the tax exemption under Real Property Tax Law §487 shall not be applicable within the boundaries of the Victor Central School District with respect to any solar or wind energy systems or farm waste energy systems.
2. The tax exemption made available by Real Property Tax Law §487 shall not be applicable within the boundaries of the Victor Central School District with respect to any micro-hydroelectric energy systems, fuel cell electric generating systems, micro-combined heat and power generating equipment systems, electric energy storage equipment and electric energy storage systems, and fuel-flexible linear generator electric generating systems constructed subsequent to the date of this Resolution.
3. This Resolution shall take effect immediately.

### **AMENDMENT OF EMPLOYMENT AGREEMENT**

The amendment to the Employment Agreement between the Victor Central School District Board of Education and Dawn A. Santiago-Marullo, Ed.D. as submitted.

The motion was carried. 4 yes 0 no (*end of consent items*)

### **CONSTRUCTION UPDATE**

Superintendent Santiago-Marullo introduced Director of Facilities Chris Marshall and George Spinaris from Campus Construction who provided a construction update. Mr. Spinaris went over the 2017 Capital Improvement Project. He talked about the approved referendum of \$25,000,000. Out of that \$4,000,000 is for the energy performance contract, \$3,255,000 is the incidental budget, \$821,000 is the adjusted construction contingency budget, there is an approved change order total of \$387,228 so the remaining contingency budget is \$433,772. The construction project is approximately 82% complete. He then provided a project status update.

## **VICTOR CENTRAL SCHOOL BOARD OF EDUCATION**

### **CONSTRUCTION UPDATE Continued**

At the Early Childhood School the site restoration work has been completed. Seeding has been finished along with decorative stonework between sidewalks in the parent drop off parking area. Interior renovations, including casework, have been finished. The special education area, nurse's office, speech area and additional storage space will all be turned over to the District in July. At the Primary School the removal of both boilers and their associated parts has been completed. Abatement work has commenced and will be completed in about a week. Installation of roof top units are about a week away. Site work at the Intermediate School includes excavation to regrade the existing slope area and preparation for storm line installation. Inside the gymnasium hardwood flooring, striping and floor finishes have been completed. Gym wall pads and score board installation work is ongoing. The terrazzo floor patch work has commenced in the music room and surrounding areas. Hall area phenolic panels are to be installed after the terrazzo floor completion. At the Junior/Senior High School the rip rap drainage work at the retention pond has been completed. In the Senior High School nurse's office drywall has been installed and two coats of paint have been applied. Flooring and acoustical ceiling tile have been installed. All mechanical, engineering and plumbing finishes are currently being installed. The casework will be installed in July. It is anticipated the space will be turned over to the District by the end of July.

### **PROPOSED 2020 CAPITAL IMPROVEMENT PROJECT UPDATE**

Director of Facilities Chris Marshall, Dave Phelps from SWBR Architects and Ben Maslona from Fiscal Advisors and Marketing presented on the proposed 2020 Capital Improvement Project. Mr. Phelps discussed the pre-referendum schedule and the proposed scope. Proposed at the Early Childhood School is flooring replacement, stair tread replacement, various mechanical, electrical and plumbing upgrades based on the Building Condition Survey, third floor classroom addition (gaining five classrooms), acoustical upgrades in the second floor music room, complete roof replacement, PA/clock/lockdown system replacement, complete window replacement (with the exception of recent additions), exterior toilet rooms below the gymnasium, the addition of adult toilet rooms, drinking fountain replacement, replace the backflow preventer for the heating, ventilation and air conditioning system, and re-circuit data closets to be powered by generator. The proposed cost of this scope is \$10,471,428. Proposed at the Primary School is the renovation of the kitchen and serving lines, south corridor wall tile installation, various mechanical, electrical and plumbing

## **VICTOR CENTRAL SCHOOL BOARD OF EDUCATION**

### **PROPOSED 2020 CAPITAL IMPROVEMENT PROJECT UPDATE Continued**

upgrades based on the Building Condition Survey, complete roof replacement, PA/clock/lockdown system replacement, the addition of adult toilet rooms, drinking fountain replacement in corridors only, re-circuit data closets to be powered by generator, masonry repairs, playground replacement with an all-inclusive design, and adding exterior toilet rooms at the clover fields. The proposed cost of this scope is \$7,519,946. Proposed at the Intermediate School is a four classroom addition to the northeast of the building, stair tread replacement, serving line renovation and expansion, various mechanical, electrical and plumbing upgrades based on the Building Condition Survey, locker room ceiling removal and then painting the structure, PA/clock/lockdown system replacement, carpet replacement throughout, re-circuit data closets to be powered by generator, masonry repairs, and playground replacement with an all-inclusive design. The proposed cost of this scope is \$7,096,116. Proposed at the Junior and Senior High School is casework replacement in the art rooms, adding a paint booth in one of the art rooms, stair tread replacement, Senior High locker room renovation, various mechanical, electrical and plumbing upgrades based on the Building Condition Survey, PA/clock/lockdown system replacement, replacing heating, ventilation and air conditioning equipment and air handlers, re-circuit data closets to be powered by generator, masonry repairs, adding a roof access ladder to the fly loft, replacing the track surface. The proposed cost of this scope is \$7,781,278. The proposal for the transportation building is to construct a new transportation building. The new construction will include five service bays, one wash bay, toilet and locker room facilities, parts storage, driver lounge and training center as well as an office suite which will include hard-walled offices, reception, dispatch, and storage. The proposed cost of this scope is \$9,646,213. It is proposed that the existing transportation building will be renovated to include space for Technology and Computer Services, Records Center, Copy Center, Teacher Center and storage. Mr. Phelps said moving these functions would alleviate some of the space needs that are happening around the campus. The proposed cost of this scope is \$1,726,392. The proposed scope campus-wide includes information technology and computer technology upgrades, field #7 press box roof replacement, Lane Road exit re-design, drainage improvement along the east side of the property, and the replacement of damaged pavement on the roads across campus. The proposed cost of this scope is \$1,991,393. The total cost of the entire scope of the project is \$46,232,766. Assuming the new transportation building is 100% aided and 85% of the remaining scope is aidable there would be a \$0.277 per \$1,000 impact to the tax payers.

## **VICTOR CENTRAL SCHOOL BOARD OF EDUCATION**

### **PROPOSED 2020 CAPITAL IMPROVEMENT PROJECT UPDATE Continued**

Mrs. Ballard asked for clarification on the Building Condition Survey items. Mr. Phelps said about \$16 million is all Building Condition Survey items. Mrs. Palumbo-Sanders asked if the adult bathrooms in the Early Childhood School and Primary School are mandated. Mr. Phelps said they are not mandated just a best practice. Mr. Vistocco asked if the District conducted a classroom space utilization plan. Mr. Phelps said for this process they did not. They did, however, meet with all of the District administrators and asked what their needs are. Mr. Vistocco said he sees the need to add classrooms if the enrollment is going up. The Intermediate School enrollment is going down the next five years so what does that do to the aid? Mr. Phelps said that is part of the discussion with the State Education Department. Dr. Santiago-Marullo said the classrooms projected are for current needs not future students. Mr. Vistocco asked what the amount was the District could do a project for with no tax impact. Ben Maslona from Fiscal Advisors and Marketing said \$10 million. Mr. Vistocco asked if the District anticipates putting any money into Capital Reserves next month. Assistant Superintendent for Business, Joe Dougherty said approximately \$200,000. He said the Capital Reserve can only go up to \$2.5 million. Mr. Maslona said the \$0.27 per thousand would have been lower but as soon as the current bus garage is no longer a bus garage it is no longer aidable. Dr. Santiago-Marullo said just to create a District storage space it would be a little over \$1 million. Mr. Phelps said it is about \$4 million. Mr. Vistocco said with the \$2.5 million in Capital Reserve that would get the District a \$10 million project without a charge. Mr. Maslona said that is correct. He said in the past we have had debt service and capital projects falling off and the District does not have that. Mr. Vistocco asked how they came up with the scope of \$46 million. Mr. Phelps said they met with the committee and developed about a \$400 million wish list. There was a team decision on what they felt would be palatable by the community as a tax impact. Mr. Vistocco asked if the committee knew the tax rate before they left the meeting. Mr. Phelps said no, they did not as they did not have the scope at that time. Mr. Eckhardt said so you landed at a \$46 million project and you didn't know the tax impact. If the wish list was \$400 million and you landed at \$46 million did you try to get down as far as you could to determine what is palatable? Mr. Phelps said they used the rankings to develop what they felt would be the appropriate scope. Dr. Santiago-Marullo said the recommendation was to stay under \$.30 per \$1,000 since there has not been a tax rate increase involving a capital project in about 30 years. She said \$10 million doesn't even include all of the Building Condition Survey items. Mrs. Ballard said with this increase we can't go and try to override the tax cap in May to get

## **VICTOR CENTRAL SCHOOL BOARD OF EDUCATION**

### **PROPOSED 2020 CAPITAL IMPROVEMENT PROJECT UPDATE Continued**

more funding. Dr. Santiago-Marullo said that is correct, however there will be some kind of a tax impact either way because just the Building Condition Survey items total \$16 million. Mr. Dougherty said there was just a tax rate decrease in May due to the assessment growth. Mr. Maslona said when you do a zero to zero tax impact and projects start to fall off you have no gain. Mr. Eckhardt asked Mr. Maslona if he had the tax impact for just the \$16 million. Mr. Maslona said he did not have it at that time. Mr. Vistocco asked if there was an idea as to what the big bays in the old bus garage would be used for. Mr. Phelps said there is a conceptual layout but it's a little too early. Dr. Santiago-Marullo said they are proposing moving from the Primary School the Record Center and Teacher Center, which would free up four classrooms. Mr. Vistocco said that would have to be flushed out a little bit so the community would know what it is being used for. Mr. Vistocco asked what the District's 5-10 year plan is. Do we have one? Do we create a UPK-2 in the Early Childhood School? Mr. Phelps said in 2010 SWBR Architects did that option and looked at what the needs would be at each building. Mr. Vistocco asked is this the right package? Should we look at the Building Condition Survey items and the Early Childhood School addition again? He asked if there were any community committee members that would come and support what they would like to see. He said he is concerned about the tax impact. Mrs. Palumbo-Sanders said there have been a lot of comments, proposals and thoughts about the future of the District. Should those questions be resurrected down the road because we will have an Interim Superintendent? Mr. Eckhardt said the District is facing a lot of different things with a potential Capital Project, new Superintendent. He said he has heard comments and talk about superseding the budget in the next budget cycle. Maybe we would want the new Superintendent to take the lead on that and not just come into it. Maybe there is some merit in doing just what we have to do for the next capital project, hire the new Superintendent and let him/her lead it to the next phase. Dr. Santiago-Marullo said she would like to go back to the transportation department building. A new transportation center solves a lot of issues for the District. Mr. Phelps said if the District doesn't do a new transportation center it would take about \$4 million just to renovate the current center to be usable. Mrs. Ballard said it's hard to sell this project without a 5-10 year plan. Dr. Santiago-Marullo said we haven't said that in the last four projects she was part of. Mrs. Ballard said, but there was no tax increase. Mr. Eckhardt said we as a Board want to be supportive to whatever makes the most sense. We don't have a sense of what the

## **VICTOR CENTRAL SCHOOL BOARD OF EDUCATION**

### **PROPOSED 2020 CAPITAL IMPROVEMENT PROJECT UPDATE Continued**

committee or community support is or isn't for this. Mr. Eckhardt said it is more of a question. The next leader is going to have to answer the question what is next in education and how does it constitute into a facility renovation. He said his thought was if we can just do what has to be done now it gives the next leader the opportunity to set the goals and visions and be supportive to move in that position. It seems like the timing is challenging right now. Dr. Santiago-Marullo said what we are proposing is what we are considering to be the minimum. Mr. Eckhardt said so the \$46 million was proposed as the minimum. That is the least we can do to keep things going? Dr. Santiago-Marullo said that is why we recommended it. Mr. Vistocco asked if there is technology in the project. Mr. Phelps said yes, there are technology upgrades. He then went over the next steps. At the August 8<sup>th</sup> Board meeting the Board of Education will vote on the final project scope and the SEQRA. In September community forums will be held. The referendum vote will take place on October 8, 2019.

### **FIELD TRIP REQUEST**

A motion was made by M. Vistocco, seconded by K. Ballard, to approve the following field trips:

- 8<sup>th</sup> Grade French Trip to Quebec City, Canada from 5/21/20 – 5/25/20;
- Varsity Girls Volleyball Team to Clifton Park, NY from 10/18/19 – 10/19/19 to participate in a tournament;
- Varsity Wrestling to Valatie, NY from 1/17/20 – 1/18/20

The motion was carried. 4 yes 0 no

### **MEETING REPORTS**

None at this time

### **PUBLIC COMMENT**

Carol Prescott, a parent, raised a concern on how the capital project committee meetings were conducted.

### **UPCOMING EVENTS**

#### **Next Board Meeting**

The next Board meeting will take place on Thursday, August 8, 2019 at 7:15 PM in the Early Childhood School Boardroom.

#### **New Teacher Orientation**

The new teacher orientation welcome will take place on August 19, 2019 from 8:00 AM – 8:30 AM in the Boardroom.

#### **Superintendent's Conference Day**

Opening day for staff will take place on August 28, 2019 from 8:00 AM – 9:00 AM in the JH/SH Performing Arts Center.

**VICTOR CENTRAL SCHOOL  
BOARD OF EDUCATION**

**ADJOURN**

A motion was made by M. Vistocco, seconded by C. Eckhardt, to adjourn the meeting at 8:57 PM. The motion was carried. 4 yes 0 no

Respectfully submitted,

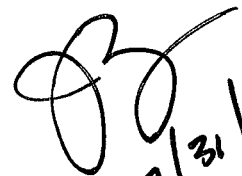
Maureen A. Goodberlet  
District Clerk

## RESOLUTION

## TREASURER'S REPORTS

RESOLVED That, upon the recommendation of the Superintendent, the following Treasurer's reports for the month ending June 30, 2019 be accepted.

- I. GENERAL FUND
- II. EXTRACLASS ACTIVITY REPORT
- III. SCHOOL LUNCH FUND
- IV. TRUST & AGENCY FUND
- V. SPECIAL AID FUND
- VI. CAPITAL FUND - SMART SCHOOLS BOND ACT
- VII. CAPITAL FUND - CAMPUS IMPROVEMENT PROJECT

  
7/31/19.



## TREASURER'S REPORT

## GENERAL FUND

I.

6/1/2019

20,363,202.07

## RECEIPTS:

|                               |              |
|-------------------------------|--------------|
| ACCOUNTS RECEIVABLE           | 0.00         |
| TAXES (INCLUDING LIBRARY TAX) | 0.00         |
| STATE AID                     | 1,592,610.38 |
| INTEREST & PENALTIES ON TAXES | 0.00         |
| ADMISSIONS                    | 62.00        |
| IN LIEU OF TAXES              | 0.00         |
| INTEREST AND EARNINGS         | 52,791.14    |
| BUILDING USE                  | 5,285.00     |
| USE OF BUSES                  | 4,701.01     |
| INSURANCE RECOVERY            | 8,679.98     |
| BOCES AID                     | 305,500.00   |
| MISC.                         | 8,597.71     |
| DUE FROM OTHER FUNDS          | 873,530.58   |
| DASNY - ESCROW FUNDS          | 17,240.46    |
| REFUND PRIOR YEARS EXPENSE    | 0.00         |
| MONROE CO. SALES TAX          | 0.00         |
| WAYNE CO. SALES TAX           | 0.00         |
| MEDICAID                      | 13,911.52    |

|                |                     |
|----------------|---------------------|
| TOTAL RECEIPTS | <u>2,882,909.78</u> |
|----------------|---------------------|

|                       |                      |
|-----------------------|----------------------|
| TOTAL RECEIPTS & BAL. | 23,246,111.85        |
| DISBURSEMENTS         | <u>11,197,267.21</u> |

|                            |                      |
|----------------------------|----------------------|
| BAL. ON HAND 6/30/19       | <u>12,048,844.64</u> |
| <u>BANK RECONCILIATION</u> |                      |

|                         |             |
|-------------------------|-------------|
| BAL./BANK STATEMENT     | 660,521.85  |
| IN TRANSIT              | 0.00        |
| BANK ERROR              | 0.00        |
| LESS CHECKS OUTSTANDING | 235,828.68  |
| RETURNED CHECKS         | 0.00        |
| DEPOSIT IN TRANSIT      | <u>0.00</u> |

|                               |               |
|-------------------------------|---------------|
| BAL. IN NOW ACCOUNT/CDGA NAT. | 424,693.17    |
| BAL. IN CERTIFICATES/MM       | 11,624,151.47 |
| IN TRANSIT                    | 0.00          |
| IN TRANSIT                    | 0.00          |

|               |           |                      |
|---------------|-----------|----------------------|
| TOTAL BALANCE | 6/30/2019 | <u>12,048,844.64</u> |
|---------------|-----------|----------------------|

LYNNE LUBASZEWSKI  
DISTRICT TREASURER

## EXTRACCLASS TREASURER'S REPORT

II.

6/30/2019

0.00

| ACTIVITIES              | BEG. BAL.  | RECEIPTS  | TOTAL      | DISBURSMTS | END. BAL.  |
|-------------------------|------------|-----------|------------|------------|------------|
| CLASS OF 2018           | 0.00       | 0.00      | 0.00       | 0.00       | 0.00       |
| CLASS OF 2019           | 5,957.62   | 40.54     | 5,998.16   | 5,998.16   | 0.00       |
| CLASS OF 2020           | 8,393.99   | 1,510.95  | 9,904.94   | 218.98     | 9,685.96   |
| CLASS OF 2021           | 2,459.13   | 3.03      | 2,462.16   | 60.63      | 2,401.53   |
| CLASS OF 2022           | 2,275.53   | 6.70      | 2,282.23   | 133.95     | 2,148.28   |
| AQUATIC L.              | 2,196.34   | 181.70    | 2,378.04   | 643.29     | 1,734.75   |
| ART CLUB                | 308.36     | 0.00      | 308.36     | 0.00       | 308.36     |
| BUSINESS CLUB           | 2,980.26   | 0.00      | 2,980.26   | 0.00       | 2,980.26   |
| DRAMA CLUB              | 14,584.67  | 2.61      | 14,587.28  | 2,430.43   | 12,156.85  |
| FRENCH CLUB             | 17,456.09  | 53.36     | 17,509.45  | 9,876.27   | 7,633.18   |
| GO GREEN GARDEN TEAM    | 99.37      | 0.00      | 99.37      | 3.10       | 96.27      |
| GLOBAL COMPETENCY       | 4,321.13   | 2.34      | 4,323.47   | 3,607.73   | 715.74     |
| INTERNATIONAL CLUB      | 313.08     | 0.00      | 313.08     | 60.06      | 253.02     |
| J.H. MUSICAL            | 22,804.40  | 0.00      | 22,804.40  | 440.00     | 22,364.40  |
| J.H. STORE              | 2,203.49   | 163.05    | 2,366.54   | 153.89     | 2,212.65   |
| J.H. ST. CO.            | 7,580.16   | 2,028.12  | 9,608.28   | 7,475.18   | 2,133.10   |
| J.H. YEARBOOK           | 1,301.46   | 492.14    | 1,793.60   | 715.46     | 1,078.14   |
| KEYCLUB                 | 8,723.54   | 0.00      | 8,723.54   | 5,932.15   | 2,791.39   |
| MANUFACTURING SYSTEMS   | 0.26       | 0.00      | 0.26       | 0.00       | 0.26       |
| MEDICAL EXPLORERS       | 160.75     | 0.00      | 160.75     | 0.00       | 160.75     |
| MENTORING CLUB          | 5,850.20   | 1,800.00  | 7,650.20   | 2,895.00   | 4,755.20   |
| N.H.S.                  | 1,920.84   | 1,010.00  | 2,930.84   | 694.25     | 2,236.59   |
| OUTDOOR ACTIVITY        | 80.98      | 55.50     | 136.48     | 0.00       | 136.48     |
| POSITIVE SCHOOL CLIMATE | 1,733.44   | 4,372.49  | 6,105.93   | 9.42       | 6,096.51   |
| SALES TAX               | 0.00       | 2,599.69  | 2,599.69   | 2,599.69   | 0.00       |
| SEAS                    | 426.37     | 190.63    | 617.00     | 0.00       | 617.00     |
| S.H. ORCHESTRA          | 9,882.12   | 38.75     | 9,920.87   | 95.00      | 9,825.87   |
| SH SCHOOL STORE         | 2,615.56   | 584.61    | 3,200.17   | 72.20      | 3,127.97   |
| S.H. ST. CO.            | 7,732.22   | 11.38     | 7,743.60   | 602.83     | 7,140.77   |
| SH YEARBOOK             | 11,134.00  | 0.00      | 11,134.00  | 8,218.93   | 2,915.07   |
| SPANISH CLUB            | 2,520.66   | 0.33      | 2,520.99   | 101.71     | 2,419.28   |
| TRI-M HONOR SOCIETY     | 1,337.50   | 0.00      | 1,337.50   | 50.00      | 1,287.50   |
| VICTOR CARES            | 12,060.22  | 2,478.78  | 14,539.00  | 5,925.84   | 8,613.16   |
| TOTALS                  | 161,413.74 | 17,626.70 | 179,040.44 | 59,014.15  | 120,026.29 |
| BAL/BANK                | 150,092.05 |           |            |            |            |
| CKS OUT                 | 30,145.95  |           | 6/30/2019  |            | 120,026.29 |
| INT. NOT POSTED         | 9.81       |           |            |            |            |
| BANK ERROR              | 0.00       |           |            |            |            |
| RETURNED CHECKS         | 90.00      |           |            |            |            |
| IN TRANSIT              | 0.00       |           |            |            |            |
| BAL. 6/30/2019          | 120,026.29 |           |            |            |            |

Betty Post, Extraclass Treasurer

BALANCE ON HAND 6/1/2019 848,206.60

## RECEIPTS:

|                       |                  |
|-----------------------|------------------|
| ACCOUNTS RECEIVABLE   | 0.00             |
| A LUNCHES             | 43,459.00        |
| A BREAKFAST           | 2,392.50         |
| OTHER SALES           | 15,339.00        |
| SALES TAX             | 354.20           |
| INTEREST POSTED       | 51.37            |
| DUE FROM OTHER FUNDS  | 0.00             |
| MISC                  | 98.00            |
| STATE AND FEDERAL AID | <u>65,762.00</u> |

TOTAL RECEIPTS 127,456.07

TOTAL RECEIPTS AND BAL. 975,662.67

DISBURSEMENTS 253,375.31

BALANCE ON HAND 6/30/2019 722,287.36

## BANK RECONCILIATION

BAL. PER BANK STATEMENT 6/30/2019 AND CD'S 754,278.13

|                                      |                  |
|--------------------------------------|------------------|
| IN TRANSIT                           | 0.00             |
| BANK ERROR                           | 0.00             |
| IN TRANSIT ON LINE PAYMENTS          | 312.00           |
| RETURNED CHECK                       | 0.00             |
| OUTSTANDING CHECKS (6509, 6568-6611) | <u>32,302.77</u> |

BALANCE IN SCHOOL LUNCH FUND 722,287.36

LYNNE LUBASZEWSKI  
DISTRICT TREASURER

|                           |                          |
|---------------------------|--------------------------|
| BALANCE ON HAND 6/01/2019 | 533,529.98               |
| TOTAL RECEIPTS:           | <u>6,265,218.87</u>      |
| TOTAL RECEIPTS AND BAL.   | 6,798,748.85             |
| DISBURSEMENTS:            | <u>6,553,302.20</u>      |
| ENDING BALANCE 6/30/2019  | <u><u>245,446.65</u></u> |

## BANK RECONCILIATION

|  |                        |                          |
|--|------------------------|--------------------------|
| BAL. PER STATEMENT                     | TRUST & AGENCY ACCOUNT | 402,592.10               |
| P/R INTEREST-CNB                       |                        | 0.60                     |
| P/R INTEREST-FIVE STAR                 |                        | 6.15                     |
| RETURNED CHECK                         |                        | 0.00                     |
| OUTSTANDING CHECKS                     |                        | 143,137.70               |
| IN TRANSIT (BENEFIT RESOURCE PAYMENTS) |                        | 3,122.35                 |
| IN TRANSIT (BENEFIT RESOURCE PAYMENTS) |                        | 2,642.29                 |
| IN TRANSIT (BENEFIT RESOURCE PAYMENTS) |                        | 5,526.36                 |
| IN TRANSIT (BENEFIT RESOURCE PAYMENTS) |                        | 913.93                   |
| IN TRANSIT (BENEFIT RESOURCE PAYMENTS) |                        | 774.67                   |
| IN TRANSIT (BENEFIT RESOURCE PAYMENTS) |                        | 1,034.90                 |
| IN TRANSIT (BENEFIT RESOURCE PAYMENTS) |                        | 0.00                     |
| BAL. IN T & A ACCOUNT                  | 6/30/2019              | <u><u>245,446.65</u></u> |

|  |                         |
|--|-------------------------|
| PAYROLL ACCOUNT...BAL. PER BANK STATEMENTS | 52,742.65               |
| LESS INTEREST NOT POSTED                   | 0.60                    |
| IN TRANSIT                                 | 0.00                    |
| DEPOSIT IN TRANSIT                         | 0.00                    |
| BANK ERROR                                 | <u>0.00</u>             |
| BALANCE IN PAYROLL ACCOUNT                 | <u><u>52,742.05</u></u> |

|                                       |                         |
|---------------------------------------|-------------------------|
| OUTSTANDING CHECKS IN PAYROLL ACCOUNT | <u><u>52,742.05</u></u> |
|---------------------------------------|-------------------------|

LYNNE LUBASZEWSKI  
DISTRICT TREASURER

## TREASURER'S REPORT

## SPECIAL AID FUND

V.

|                 |          |            |
|-----------------|----------|------------|
| BALANCE ON HAND | 6/1/2019 | 472,410.54 |
|-----------------|----------|------------|

## RECEIPTS:

|                      |             |
|----------------------|-------------|
| INTEREST             | 22.11       |
| DUE FROM OTHER FUNDS | 9,716.05    |
| STATE OF NY          | 382,740.46  |
| MISC.                | <u>0.00</u> |

|                |                   |
|----------------|-------------------|
| TOTAL RECEIPTS | <u>392,478.62</u> |
|----------------|-------------------|

|                            |                   |
|----------------------------|-------------------|
| TOTAL RECEIPTS AND BALANCE | 864,889.16        |
| DISBURSEMENTS              | <u>587,858.28</u> |

|                        |                          |
|------------------------|--------------------------|
| BAL. ON HAND 6/30/2019 | <u><u>277,030.88</u></u> |
|------------------------|--------------------------|

## BANK RECONCILIATION

|                            |            |
|----------------------------|------------|
| <u>BAL./BANK STATEMENT</u> | 288,025.13 |
|----------------------------|------------|

|   |                          |
|---|--------------------------|
| OUTSTANDING CHECKS (5604, 5605, 5606, 5607) | 10,994.25                |
| IN TRANSIT                                  | <u>0.00</u>              |
| BALANCE IN NOW/MM ACCOUNT 6/30/2019         | <u><u>277,030.88</u></u> |

LYNNE LUBASZEWSKI  
DISTRICT TREASURER

|                 |          |            |
|-----------------|----------|------------|
| BALANCE ON HAND | 6/1/2019 | 252,933.28 |
|-----------------|----------|------------|

## RECEIPTS:

|                    |             |
|--------------------|-------------|
| INTEREST           | 2.49        |
| AID                | 0.00        |
| DUE TO OTHER FUNDS | <u>0.00</u> |

|                |             |
|----------------|-------------|
| TOTAL RECEIPTS | <u>2.49</u> |
|----------------|-------------|

|                            |                   |
|----------------------------|-------------------|
| TOTAL RECEIPTS AND BALANCE | 252,935.77        |
| DISBURSEMENTS              | <u>252,931.20</u> |

|                        |                    |
|------------------------|--------------------|
| BAL. ON HAND 6/30/2019 | <u><u>4.57</u></u> |
|------------------------|--------------------|

## BANK RECONCILIATION

|                            |      |
|----------------------------|------|
| <u>BAL./BANK STATEMENT</u> | 4.57 |
|----------------------------|------|

|   |                    |
|---|--------------------|
| LESS CHECKS OUT                                     | 0.00               |
| DEPOSIT IN TRANSIT                                  | <u>0.00</u>        |
| BALANCE IN CHECKING ACCOUNT                         | 4.57               |
| BALANCE IN CERTIFICATES OF DEPOSIT/MONEY MARKET     | 0.00               |
| IN TRANSIT  | <u>0.00</u>        |
| BALANCE IN CAPITAL SMART SCHOOLS BOND ACT 6/30/2019 | <u><u>4.57</u></u> |

LYNNE LUBASZEWSKI  
DISTRICT TREASURER

|                 |          |              |
|-----------------|----------|--------------|
| BALANCE ON HAND | 6/1/2019 | 3,005,725.62 |
|-----------------|----------|--------------|

## RECEIPTS:

|                     |                  |
|---------------------|------------------|
| INTEREST            | 5,991.78         |
| BAN FUNDS & PREMIUM | 18,396,079.00    |
| DUE TO OTHER FUNDS  | <u>15,000.00</u> |

|                |                      |
|----------------|----------------------|
| TOTAL RECEIPTS | <u>18,417,070.78</u> |
|----------------|----------------------|

|                            |                      |
|----------------------------|----------------------|
| TOTAL RECEIPTS AND BALANCE | 21,422,796.40        |
| DISBURSEMENTS              | <u>16,871,822.83</u> |

|                        |                            |
|------------------------|----------------------------|
| BAL. ON HAND 6/30/2019 | <u><u>4,550,973.57</u></u> |
|------------------------|----------------------------|

## BANK RECONCILIATION

|                            |              |
|----------------------------|--------------|
| <u>BAL./BANK STATEMENT</u> | 2,901,832.85 |
|----------------------------|--------------|

|   |                            |
|---|----------------------------|
| LESS CHECKS OUT   | 0.00                       |
| DEPOSIT IN TRANSIT                                      | <u>0.00</u>                |
| BALANCE IN CHECKING ACCOUNT                             | 2,901,832.85               |
| BALANCE IN CERTIFICATES OF DEPOSIT/MONEY MARKET         | 1,649,140.72               |
| IN TRANSIT  | <u>0.00</u>                |
| BALANCE IN CAPITAL CAMPUS IMPROVEMENT PROJECT 6/30/2019 | <u><u>4,550,973.57</u></u> |

LYNNE LUBASZEWSKI  
DISTRICT TREASURER

**VICTOR CENTRAL SCHOOL  
BOARD OF EDUCATION**  
Personnel Agenda, August 8, 2019

All appointments on these pages are made in compliance with New York State Education Law relating to criminal history background clearances for new employees. Conditional clearances under that law have been requested for all new employees.

**Instructional**

**Probationary  
Appointments:**

The probationary appointment of **Sarah Miller**, who has Certification as a School Psychologist Kindergarten-Grade 12, to a probationary position as a School Psychologist effective on or about August 1, 2019, at an annual salary of \$60,608 (Step 9M+44 and Counselor's Index), leading toward tenure as a School Psychologist.

The probationary appointment of **Gretchen Judge**, who has Certification in Music Kindergarten-Grade 12, to a probationary position as a Music Teacher effective September 1, 2019, at an annual salary of \$50,050 (Step 9M), leading toward tenure in Music Education.

The probationary appointment of **Lauren Spitaliere**, who has Certification in Music Kindergarten-Grade 12, to a probationary position as a Music Teacher effective September 1, 2019, at an annual salary of \$50,050 (Step 9M), leading toward tenure in Music Education.

The probationary appointment of **Kristina Back**, who has Certifications in Early Childhood Education Birth-Grade 2, Childhood Education Grades 1-6, Students with Disabilities Birth-Grade 2, and Students with Disabilities Grades 1-6, to a probationary position as an Elementary Teacher effective September 1, 2019, with Jarema Credit for 2017-2018 and 2018-2019 LTS assignment, at an annual salary of \$45,500 (Step 3M+18), leading toward tenure in Elementary Education.

**Part Time  
Appointments:**

The appointment of **Adriana Kulakowski**, who has Certification in Business Education, to a part-time (.4fte) position as an Business Teacher effective September 1, 2019, and ending June 30, 2020, at an annual salary of \$20,020 (Step 9M).

**Leaves of Absence:**

Pursuant to the Uniformed Services Employment and Reemployment Rights Act (USERRA), the granting of paid military leave of absence for **Erin Hussey**, Physical Education Teacher, beginning September 1, 2018, and extending to September 20, 2019.

The granting of a maternity leave and subsequent childcare leave of absence for **Leah Daniels-Farren**, School Psychologist, effective approximately October 21, 2019, and extending to June 15, 2020.



| <b>Athletics:</b>  | <b><u>Position</u></b> | <b><u>Name</u></b> | <b><u>Level</u></b> | <b><u>Years</u></b> |
|--------------------|------------------------|--------------------|---------------------|---------------------|
| Football           | Volunteer              | David Eisler       | -                   | -                   |
|                    | Volunteer              | Gina Potenza       | -                   | -                   |
|                    | Volunteer              | Mike Ruffalo       | -                   | -                   |
|                    | Volunteer              | Mik Szoczel        | -                   | -                   |
| Volleyball – Boys  | Head Varsity           | Jake Martin        | 2                   | 13                  |
|                    | JV                     | Mitchel Segbers    | 5                   | 1                   |
|                    | Modified B             | Carrie Ferreri     | 6                   | 14                  |
|                    | Volunteer              | James Linden       | -                   | -                   |
| Volleyball – Girls | Volunteer              | Freeman Fessler    | -                   | -                   |
| Swimming – Girls   | Head Varsity           | Brett Leader       | 2                   | 8                   |

**Certified Substitutes:** The appointment of **Mark Mazzatti**, who has Certifications in Special Education Kindergarten-Grade 12 and School Counselor, to a short term substitute position as a Special Education Teacher, effective September 1, 2019, and ending approximately December 20, 2019, at a daily rate of \$208.

The appointment of **John Zappia**, to a position as a Consultant/Interim School Business Official, effective July 19, 2019, and ending approximately November 9, 2019, at a rate of \$39,000.

| <b>Per Diem Substitutes:</b> | <b><u>Candidate</u></b> | <b><u>Area of Certification</u></b> |
|------------------------------|-------------------------|-------------------------------------|
|                              | Kendra Kosten           | School Counselor                    |

### **Non-Instructional**

**Appointments:** The appointment of **Camyron Natale**, Cleaner, effective July 22, 2019, at an hourly rate of \$12.18.

The appointment of **Joseph Kelly**, Cleaner, effective July 29, 2019, at an hourly rate of \$12.18.

The appointment of the following as Teacher Aides in the Extended School Year Program, effective July 8, 2019 and ending August 16, 2019, at their 2019/2020 rate of pay: **Scott Chizuk**.

The appointment of **Priscilla Vargas Rodriguez**, Food Service Helper, effective September 30, 2019, at an hourly rate of \$11.80.

**Per Diem and  
Substitute Positions:**

**Candidate**

**Position**

|                     |  |
|---------------------|--|
| Grover Chanthapheuy | Cleaner                                  |
| Jennifer Bishop     | School Bus Monitor (Driver Monitor Rate) |
| John Borsa          | School Bus Monitor (Driver Monitor Rate) |
| Linda Buwalda       | School Bus Monitor (Driver Monitor Rate) |
| Barry Johnson       | School Bus Monitor (Driver Monitor Rate) |
| Duane LaPlant       | School Bus Monitor (Driver Monitor Rate) |
| Jack Potter         | School Bus Monitor (Driver Monitor Rate) |
| Kenneth Sitterley   | School Bus Monitor (Driver Monitor Rate) |
| Michelle Tullock    | School Bus Monitor (Driver Monitor Rate) |
| Ruby Verstrete      | School Bus Monitor (Driver Monitor Rate) |
| David Welsh         | School Bus Monitor (Driver Monitor Rate) |

## RESOLUTION TO CONFIRM TAX ROLLS AND AUTHORIZE TAX LEVY

WHEREAS the Board of Education has been authorized by the voters at the Annual School Meeting to raise for the current budget of the 2019 - 2020 school year a sum not to exceed \$45,920,459 (including \$3,028,893 STAR est exemption funds);

THEREFORE BE IT RESOLVED, that the Board fix the equalized tax rates by towns

And confirm the extension of the taxes as they appear on the following described tax roll:

| <u>Name of Town</u> | <u>Total Assessed Valuation by Towns</u> | <u>Tax Rate by Town Per Thousand</u> | <u>Total Tax Levy by Town (includes charge backs)</u> |
|---------------------|--|--------------------------------------|---|
| Victor              | 2,028,973,624                            | 15.906451                            | 32,284,615.57   |
| Farmington          | 720,875,781                              | 15.906525                            | 11,467,836.50   |
| East Bloomfield     | 5,802,623                                | 15.906392                            | 92,298.80   |
| Macedon             | 16,253,608                               | 15.892386                            | 258,308.61  |
| Perinton            | 118,152,254                              | 15.381847                            | 1,817,399.94  |
| Totals              | 2,890,057,890                            |                                      | 45,920,459.42   |

AND BE IT HEREBY DIRECTED THAT the tax warrant of this board, duly signed shall be affixed to the above- described tax rolls authorizing the collection of said taxes to begin September 1, 2019 and end October 31, 2019 giving the tax warrant an effective period of sixty-one 61 days at the expiration of which time the tax collector shall make an accounting in writing to the board;

AND IT IS FURTHER DIRECTED THAT the delinquent tax penalties shall be fixed as follows:

1<sup>st</sup> month free period,

2<sup>nd</sup> month interest of 2 percent added.

Dated:

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District Clerk  
Victor Central School District

## RESOLUTION TO CONFIRM TAX ROLLS AND AUTHORIZE LIBRARY TAX LEVY

WHEREAS the Board of Education will continue to collect taxes for the Victor Farmington Library for the current budget of the 2019 - 2020 school year a sum not to exceed \$629,368;

THEREFORE BE IT RESOLVED, that the Board fix the equalized tax rates by towns

and confirm the extension of the taxes as they appear on the following described tax roll:

| <u>Name of Town</u> | Total Assessed<br>Valuations by<br>Towns | Tax Rate by Town<br>Per Thousand | Total Tax Levy by<br>Town |
|---------------------|--|----------------------------------|---------------------------|
| Victor              | 2,028,973,624                            | .217719                          | 441,745.48                |
| Farmington          | 720,875,781                              | .217720                          | 156,948.86                |
| East Bloomfield     | 5,802,623                                | .217718                          | 1,263.33                  |
| Macedon             | 16,253,608                               | .226789                          | 3,686.15                  |
| Perinton            | 118,152,254                              | .217721                          | 25,724.19                 |
| <b>Totals</b>       | 2,890,057,890                            |                                  | 629,368.00                |

AND BE IT HEREBY DIRECTED THAT the tax warrant of this board, duly signed shall be affixed to the above-described tax rolls authorizing the collection of said taxes to begin September 1, 2019 and end October 31, 2019 giving the tax warrant an effective period of sixty-one 61 days at the expiration of which time the tax collector shall make an accounting in writing to the board;

AND IT IS FURTHER DIRECTED THAT the delinquent tax penalties shall be fixed as follows:

1<sup>st</sup> month free period,

2<sup>nd</sup> month interest of 2 percent added.

Dated:

---

District Clerk  
Victor Central School District

## **APPR Principal Lead Evaluator Resolution**

**BE IT RESOLVED THAT**, Dennis D. Ford is hereby certified as a Qualified Lead Evaluator of Principals having successfully completed the training requirements prescribed in 8 NYCRR§30-2.9(b), including:

- 1) The New York State Teaching Standards, and their related elements and performance indicators/the Leadership Standards and their related functions;
- 2) Evidence-based observation techniques that are grounded in research;
- 3) Application and use of the student growth percentile model and the value-added growth model as defined in 8 NYCRR§30-2.2;
- 4) Application and use of the State-approved Principals rubric selected by the Victor Central School District for use in the evaluation of Principals, including training on the effective application of such rubric to observe a Principal's practice;
- 5) Application and use of the assessment tools that the Victor Central School District utilizes to evaluate its Principals, including but not limited to evidence-based observation, evidence-based observation, evidence-based school visits, artifact collection and review and professional goals;
- 6) Application and use of the State-approved locally selected measures of student achievement used by the Victor Central School District to evaluate its Principals;
- 7) The scoring methodology utilized by the Department and the Victor Central School District to evaluate Principals under 8 NYCCR Subpart 30-2, including
  - a) How scores are generated for each subcomponent and the composite effectiveness score of Principals, and
  - b) Application and use of the scoring ranges prescribed by the Commissioner for the six designated rating categories used for the overall rating of Principals and their subcomponent ratings;
- 8) Specific considerations in evaluating Principals of English language learners and students with disabilities; and
- 9) The Superintendent of Schools has received the aforementioned training.

---

Date

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District Clerk



**BUSINESS OFFICE  
VICTOR CENTRAL SCHOOL DISTRICT  
585-924-3252 x1410**

To: Dennis Ford

From: John Zappia, Interim Business Official

Re: Reserve Funding

Date: August 1, 2019

We have closed the books on the 2018-2019 fiscal year and have a year-end surplus of \$533,150. This amounts to .77% (.0077) of the General Fund budget of \$69,222,879.

Consequently, I am recommending that this surplus be allocated to District reserves as follows:

| <b>Reserve</b>  | <b>EOY Balance</b> | <b>Contribution</b>  | <b>New Balance</b> |
|-----------------|--------------------|----------------------|--------------------|
| TRS Reserve     | \$ 200,000.00      | \$ 333,200.00        | \$ 533,200.00      |
| ERS Reserve     | \$ 253,732.23      | \$ 11,950.00         | \$ 265,682.23      |
| Capital Reserve | \$ 2,312,035.57    | \$ 188,000.00        | \$ 2,500,035.57    |
| <b>TOTAL</b>    |                    | <b>\$ 533,150.00</b> |                    |

- Funding of other reserves is adequate at this time.
- Enhancing the reserves for TRS and ERS is of strategic importance to future budgets. The limitations imposed by the tax cap underscore the need to fund and maintain reserves as potential sources of revenue.
- Enhancing the balance of the Capital Reserve will help to minimize the tax impact of a new capital project.

Please advise of any concerns or questions you may have regarding this recommendation.

**AGREEMENT BETWEEN COUNTY OF ONTARIO  
AND VICTOR CENTRAL SCHOOL DISTRICT FOR  
SCHOOL DISTRICT RESOURCE OFFICER PROGRAM**

THIS AGREEMENT (this “Agreement”) made this \_\_\_\_ day of \_\_\_\_\_, 2019, by and between the COUNTY OF ONTARIO, a municipal corporation organized and existing under the laws of the State of New York, having its county seat and principal offices at 20 Ontario Street, Canandaigua, New York 14424, hereinafter referred to as the “County”, and VICTOR CENTRAL SCHOOL DISTRICT, an educational corporation organized and existing under the laws of the State of New York having its principal offices at 953 High Street, Victor, New York 14564, hereinafter referred to as the “School.” The County and the School are sometimes referenced to in this Agreement individually as a “party” or collectively as the “parties.”

**W I T N E S S E T H:**

WHEREAS, the School desires the services of a school resource officer (“SRO”) in an attempt to deter criminal behavior through positive interactions with students during school hours; and

WHEREAS, the County, through its Sheriff’s Office, desires to provide the School with a SRO; and

WHEREAS, the School and the County recognize the potential outstanding benefits of the SRO Program to the citizens of the School; and

WHEREAS, it is in the best interests of the School, the County, and the citizens of the School to establish this program; and

NOW THEREFORE, in consideration of the mutual promises and covenants herein contained, the School and the County hereby agree as follows:

1. **TERM.** The term of this Agreement shall be September 1, 2019 to June 30, 2020.
2. **TERMINATION.** This Agreement may be terminated at any time by either party upon the giving of ninety (90) days written notice to the other party that it has

failed to substantially perform in accordance with the terms and conditions of this Agreement; or without cause upon one hundred eighty (180) days written notice. In the event this Agreement is terminated, compensation will be made to the County for all costs actually incurred in performing the services to the date of termination. The School shall be entitled to a pro-rated refund for that period of time when SRO services are not provided because of such termination.

3. **SCOPE OF SCHOOL RESOURCE OFFICER PROGRAM.** The SRO Program is designed to provide education, law enforcement and counseling to school students. It is an attempt to deter criminal behavior through positive interactions with students during school hours. The SRO will work with the School community to promote a safe learning environment for all students. It is the intention of the parties over the life of this Agreement to collaborate on the issues of recruitment, on-boarding and training of an SRO; evaluation of data and effectiveness; and receipt of feedback from constituents, in a manner consistent with the Local Implementation Rubric adopted by the U.S. Department of Justice and the U.S. Department of Education under their Joint Safe School-based Enforcement through Collaboration, Understanding and Respect (SECUR-e) program.
4. **RIGHTS AND DUTIES OF COUNTY SHERIFF.** The County Sheriff shall assign one (1) SRO to the School as follows:
  - 4.1. The SRO shall be assigned to the School on a full-time basis for approximately 1,733 hours (approximately 182 classroom days plus 4 teacher conference days) for the period of this Agreement. During the SRO's daily tour of duty, the SRO may be off-campus performing such tasks as may be required by his/her assignments.
  - 4.2. The SRO may be temporarily reassigned by the County Sheriff when deemed necessary at the sole discretion of the County Sheriff. Should such reassignment occur, any hours spent by the SRO on County business outside the duties as SRO shall not be billed to the School.



- 4.3. Regular working hours may be adjusted on a situational basis with the consent of the SRO's supervisor and the School administrator. These adjustments should be approved prior to the adjustment being required and should be to cover scheduled school-related activity requiring the presence of a SRO.
- 4.4. The SRO will be off-campus for in-service and other training required. The SRO will not be available to the School from July 1 through August 31.
- 4.5. The SRO, if requested to work any hours in addition to the 1,733 hours provided for herein by School administration for security, sporting events and other special projects, shall be paid by the School as provided in Paragraph 7.1 of this Agreement.

5. **DUTIES OF SCHOOL RESOURCE OFFICERS.** Instructional responsibility of the SRO at the School is as follows:

- 5.1. The SRO shall act as an educator, counselor and police officer.
- 5.2. The SRO shall act as an instructor for specialized, short-term programs at the School, when invited to do so by the principal or member of the faculty.
- 5.3. The SRO shall make available to the School faculty and students a variety of law related presentations.
- 5.4. The SRO shall coordinate all of his/her activities with the School principal and staff members concerned and will seek permission, advice and guidance prior to enacting any program within the School.
- 5.5. The SRO shall develop expertise in presenting various subjects to the School students. Such subjects shall include basic understanding of the laws, the role of the police officer and the police mission.
- 5.6. The SRO shall encourage individual and small group discussions with School students, based upon material presented in class to further establish rapport with the students.

- 5.7. The SRO shall make himself/herself available for conference with School students, parents and faculty members in order to assist them with problems of law enforcement or crime prevention.
- 5.8. The SRO shall become familiar with all School community agencies which offer assistance to youths and their families such as mental health clinics, drug treatment centers, etc. The SRO shall make referrals to such agencies when necessary, thereby acting as a resource person to the students, faculty and staff at the School.
- 5.9. The SRO shall assist the School principal in developing plans and strategies to prevent and/or minimize dangerous situations which may occur on the School campus or during School sponsored events.
- 5.10. The SRO shall take law enforcement action as required by law. As soon as practicable, the SRO shall make the principal of the School aware of such action. At the principal's request and upon final approval by the County Sheriff, the SRO shall take appropriate law enforcement action against intruders and unwanted guests who may appear at the School and related School functions, to the extent that the SRO may do so under the authority of the law. Whenever practicable, the SRO shall advise the School principal before requesting additional police assistance on the School campus.
- 5.11. The SRO shall give assistance to other police officers and deputy sheriffs in matters regarding his/her School assignment, whenever necessary and authorized by the County Sheriff.
- 5.12. The SRO may be assigned non-campus investigations relating to runaways that attend the School to which the SRO is assigned.
- 5.13. The SRO shall maintain detailed and accurate records of the operation of the SRO Program, and shall make them available to the School principal or superintendent if required by law.
- 5.14. The SRO shall not act as a School disciplinarian. However, if the School principal believes an incident is a violation of the law, the principal may contact the SRO and the SRO shall then determine whether law

enforcement action is appropriate. The SRO is not to be used for regularly assigned lunchroom duties, hall monitoring, bus duties or other monitoring duties. If there is a problem in one of these areas, then the SRO may assist the School until the problem is solved. This paragraph however, shall not be interpreted to restrict the SRO's rights and responsibilities as a law enforcement officer for the County.

**6. RIGHTS AND DUTIES OF THE SCHOOL.**

6.1. The School shall provide to the SRO the following materials and facilities, which are deemed necessary for the performance of the SRO's duties:

6.1.1. Access to an air-conditioned and properly lighted private office which office shall contain a telephone which may be used for general business purposes.

6.1.2. A location for files and records which can be properly locked and secured.

6.1.3. A desk with drawers, a chair, work table, filing cabinet and office supplies.

6.1.4. Access to a computer and/or secretarial assistance.

**7. PAYMENT.**

7.1. The School shall pay to the County \$64.15 per hour for SRO hours worked per the collective bargaining agreement for the period of 9/01/19 to 06/30/20, which includes all costs listed on Schedule A hereto. The County shall invoice the School quarterly upon execution of this Agreement and the School shall submit payment within thirty (30) days of receipt of each invoice. Any overtime requested by the School for any School-related duties or attendance at School activities by the SRO outside the School day shall be paid by the School at the rate of \$96.23 per hour including fringe benefits. Such overtime costs shall be billed monthly by the County on separate invoices and shall be paid by the School within thirty (30) days.

8. **EMPLOYMENT STATUS OF SCHOOL RESOURCE OFFICER.** The SRO shall remain an employee of the County Sheriff's Office, and shall not be an employee of the School. The School and the County acknowledge that the SRO shall remain responsive to the chain of command of the County Sheriff who shall have sole control and authority over such SRO.
9. **APPOINTMENT OF SCHOOL RESOURCE OFFICERS.** SRO applicants must meet the following requirements and be acceptable to the School:
  - 9.1. The applicant must be a volunteer for the position of SRO.
  - 9.2. The applicant must be a County Deputy Sheriff.
  - 9.3. The applicant must possess job knowledge, experience, training, education, and appropriate appearance, attitude, communications skills and demeanor.
10. **DISMISSAL AND REPLACEMENT OF SCHOOL RESOURCE OFFICER.**
  - 10.1. In the event the principal of the School feels that the SRO is not effectively performing his/her duties and responsibilities, the principal shall recommend to the School Superintendent that the SRO be removed from the program and shall state the reasons therefore in writing. Within a reasonable time after receiving the recommendation from the principal, the School Superintendent shall advise the County Sheriff of the principal's request.
  - 10.2. If the County Sheriff so desires, then the School Superintendent and Sheriff shall meet with the SRO to mediate or resolve any problems which may exist. At such meeting, specified members of the staff of the School may be required to be present.
  - 10.3. If, within a reasonable amount of time after commencement of such mediation the problem cannot be resolved or mediated or in the event mediation is not sought by the County Sheriff, then the SRO shall be removed from the program at the School.
  - 10.4. The County Sheriff may dismiss or reassign the SRO based upon County Department Rules and Regulations governing special assignments and/or

general orders and when it is in the best interest of the people of the School.

- 10.5. In the event of the resignation, dismissal or reassignment of the SRO, or in the case of long-term absences by the SRO, the County Sheriff may provide a temporary replacement for the SRO within thirty (30) days of receiving notice of such absence, dismissal, resignation or reassignment. However, the County may terminate this Agreement if no suitable replacement can be found.

11. **NOTICES.** Any and all notices of any other communication herein required or permitted shall be deemed to have been given when deposited in the United States Postal Service as regular mail, postage prepaid and addressed as follows:

Ontario County Sheriff  
Kevin M. Henderson  
74 Ontario Street  
Canandaigua, NY 14424

Victor Central School District  
Dennis D. Ford, Superintendent  
953 High Street  
Victor, NY 14564

Ontario County Attorney  
Holly Adams  
20 Ontario Street  
Canandaigua, NY 14424

12. **GOOD FAITH.** The School, the County, their agents and employees, agree to cooperate in good faith in fulfilling the terms of this Agreement. The School Superintendent and the County Sheriff or their designees shall endeavor to resolve any difficulties or questions by negotiation.
13. **MODIFICATION.** This document constitutes the full understanding of the parties and no terms, conditions, understandings or agreement purporting to modify or vary the terms of this document shall be binding unless hereafter made in writing and signed by both parties.

14. **NON-ASSIGNMENT.** The School shall not assign or transfer this agreement to any other person or corporation without the previous consent, in writing, of the Chairman of the Ontario County Board of Supervisors.
15. **SEVERABILITY.** In the event any provision of this contract shall be or become invalid under any provision of federal, state or local law, such invalidity shall not affect the validity or enforceability of any other provision hereof.
16. **CONTRACT INTEREST.** No officer or employee of the County, who is authorized in such capacity and on behalf of the County to negotiate, make, accept or approve, or to take part in negotiating, making, accepting or approving this contract, shall become directly or indirectly interested personally in this contract, or in any part hereof. No officer or employee of, or for the County, who is authorized in such capacity and on behalf of the County to exercise any supervisory or administrative function in connection with this contract, shall become directly or indirectly interested personally in this contract or in any part hereof.
17. **INDEMNIFICATION.** The Parties agrees to the fullest extent of the law:
- (a) that except for the amount, if any, of damage contributed to, caused by or resulting from the negligence of the County, the School shall indemnify and hold harmless the County, its officers, employees and agents from and against any and all liability, damage, claims, demands, costs, judgments, fees, attorneys' fees or loss arising directly or indirectly out of the negligent acts or omissions hereunder by the School or third parties under the direction or control of the School; and
  - (b) to provide defense for and defend, at its sole expense, any and all claims, demands or causes of action directly or indirectly arising out of the acts or omissions referred to in paragraph (a) and to bear all other costs and expenses related thereto. The duty to defend hereunder shall be triggered immediately upon

notice to the School by the County of the County's receipt of a Notice of Claim, service of process or other demand or claim.

- (c) That except for the amount, if any, of damage contributed to, caused by or resulting from the negligence of the School district, the County shall indemnify and hold harmless the School district, its officers, employees and agents from and against any and all liability, damage, claims, demands, costs, judgments, fees, attorneys' fees or loss arising directly or indirectly out of the negligent acts or omissions hereunder by the School district or third parties under the control of the District; and
- (d) To provide defense and defend, at its sole expense, any and all claims, demands or causes of action directly or indirectly referred to in subparagraph (c) and to bear all other costs and expenses related thereto. The duty to defend hereunder shall be triggered immediately upon notice to the county by the School district of the School district's receipt of a Notice of Claim, service of process or other demand or claim.
- (e) The defense and indemnification obligations provided herein shall survive the expiration or termination of this Agreement, whether occasioned by this Agreement's expiration or earlier termination.

18. **ENTIRE CONTRACT AND INCORPORATION.** This contract constitutes the entire agreement of the parties hereto and all previous communications between the parties, whether written or oral, with reference to the matter of this contract, are hereby superseded.

19. **SPECIAL RELATIONSHIP.** This Agreement does not create a "special relationship." Specifically, this Agreement is not:

- 19.1. an assumption by the County of an affirmative duty to act on behalf of a party who was injured;

- 19.2. knowledge on the part of the County's agents that inaction could lead to harm;
- 19.3. some form of direct contact between the County's agents and the injured party; and
- 19.4. evidence of a party's justifiable reliance on the County's affirmative undertaking.

IN WITNESS WHEREOF, the parties hereto have caused these presents to be signed and their respective seals to be hereunto affixed by their duly authorized officers the day and year first above written.

VICTOR CENTRAL SCHOOL DISTRICT

By: \_\_\_\_\_  
Dennis D. Ford., Superintendent

ONTARIO COUNTY SHERIFF'S OFFICE

By: \_\_\_\_\_  
Kevin M. Henderson, Sheriff

ONTARIO COUNTY BOARD OF SUPERVISORS

By: \_\_\_\_\_  
Mary A. Krause, County Administrator

Authorized by the Board of Supervisors of the County of Ontario on the \_\_\_\_ day of \_\_\_\_\_, 2019, pursuant to Resolution No. \_\_\_\_-2019.

Approved as to form and manner of execution:

\_\_\_\_\_  
Ontario County Attorney



STATE OF NEW YORK)  
COUNTY OF ONTARIO) SS.:

On this \_\_\_\_ day of \_\_\_\_\_, 2019, before me personally came Dennis D. Ford., to me known and known to me to be a representative of the Victor Central School District, and the person who executed the foregoing instrument in the name of the VICTOR CENTRAL SCHOOL DISTRICT, and she duly acknowledged to me that she executed the same as and for the act of said firm.

---

NOTARY PUBLIC

STATE OF NEW YORK)  
COUNTY OF ONTARIO) SS.:

On this \_\_\_\_ day of \_\_\_\_\_, 2019, before me personally came Kevin M. Henderson, to me known and known to me to be the Ontario County Sheriff, and the person who executed the foregoing instrument in the name of the ONTARIO COUNTY SHERIFF'S OFFICE, and he duly acknowledged to me that he executed the same as and for the act of said firm.

---

NOTARY PUBLIC

STATE OF NEW YORK)  
COUNTY OF ONTARIO) SS.:

On this \_\_\_\_ day of \_\_\_\_\_, 2018, before me personally came Mary A. Krause, to me known and known to me to be the Ontario County Administrator and the person who executed the foregoing instrument in the name of the ONTARIO COUNTY BOARD OF SUPERVISORS, and she duly acknowledged to me that she executed the same as and for the act of said Board of Supervisors.

---

NOTARY PUBLIC

ACKNOWLEDGMENT

PART I

STATE OF NEW YORK)

COUNTY OF \_\_\_\_\_ ) SS.:

On this \_\_\_\_\_ day of \_\_\_\_\_, 2019, before me personally came Dennis D. Ford., to me known, who, being by me duly sworn, did depose and say that (s)he resides at \_\_\_\_\_, that

[town/state]

(s)he is the SCHOOL SUPERINTENDENT of VICTOR CENTRAL SCHOOL DISTRICT, the educational corporation described in and which executed the above instrument; that (s)he knows the seal of said educational corporation; that the seal affixed to said instrument is such educational corporate seal that it was so affixed by Act of the governing body of said educational corporation, that (s)he signed his/her name thereto by like Act.

\_\_\_\_\_  
Notary Public

PART II

- CERTIFICATE OF AUTHORITY -

I, \_\_\_\_\_, certify that I am the PRESIDENT of the

[name of other municipal officer ]

VICTOR SPRINGS CENTRAL SCHOOL BOARD, an educational corporation duly created pursuant to the laws of New York State named in the foregoing agreement; that Dennis D. Ford who signed said agreement of the Corporation was, at the time of execution SCHOOL SUPERINTENDENT of the Corporation; that said agreement was duly signed for and on behalf of said Corporation by authority of VICTOR CENTRAL SCHOOL BOARD thereunto duly authorized, and that such authority is in full force and effect at the date hereof.

\_\_\_\_\_  
(Signature)

PART III

On this \_\_\_\_\_ day of \_\_\_\_\_, 2019, before me personally came \_\_\_\_\_, to me known, who, being by me duly sworn, did depose and

[name of other municipal officer ]

say that (s)he resides at \_\_\_\_\_, that

[town/state]

(s)he is the PRESIDENT of the VICTOR CENTRAL SCHOOL BOARD, the educational corporation described in and which executed the above instrument; that (s)he knows the seal of said educational corporation; that the seal affixed to said instrument is such educational corporate seal that it was so affixed by Act of the governing body of said educational corporation, that (s)he signed his/her name thereto by like Act.

\_\_\_\_\_  
Notary Public

**SCHEDULE A**

**FULL TIME SCHOOL RESOURCE OFFICER**

|     |   | 2019-20<br>Cost      |                  |
|-----|---|----------------------|------------------|
|     |   | Annual               |                  |
| [1] | Gross Salary                                      | \$77,533             |                  |
| [2] | Fringe Benefits                                   | \$55,904             |                  |
|     | Subtotal Salary & Fringe at 100%                  | \$133,437            |                  |
|     | <br><b>Annual Average Cost for SRO</b>            | <br><b>\$133,437</b> |                  |
| [3] | <b>Standard Hourly Rate</b>                       |                      | <b>\$64.15</b>   |
| [4] | <b>Overtime Hourly Rate</b>                       |                      | <b>\$96.23</b>   |
| [5] | <b>Estimated maximum School Cost - 1733 hours</b> |                      | <b>\$111,176</b> |

[1] Salary based on current contract at top step for County Police Officer.

|     |  |               |
|-----|--|---------------|
| [2] | Benefits paid on Gross Wages for FT Deputy | <u>2019</u>   |
|     | FICA/Medicare                              | 7.65%         |
|     | Worker's Compensation                      | 2.50%         |
|     | Retirement                                 | 28.60%        |
|     | Health Insurance                           | <u>33.35%</u> |
|     |  | 72.10%        |

[3] The standard hourly rate represents the maximum potential charge for a Full Time Deputy. The Deputy assigned to your school may have a lesser pay rate or benefit package. Your school will be billed for the actual costs of the officer's work and corresponding benefits package.

[4] Overtime incurred by SRO for School related activities to be billed separately at the Deputy's actual overtime rate.

[5] Based on 10 months of Officer scheduled at the school.

# Grade 2 Reading Unit 1: Creating a Reading Life

## Unit Summary

### Reading Unit 1: Creating a Reading Life

18 days

#### Description:

An engaged reader is often one who is motivated to read, strategic in their approaches to comprehending what they read, knowledgeable in their construction of meaning from text, and socially interactive while reading (p. 45 *The Reading Strategies Book*, Jen Serravallo). The purpose of this unit is to let your second grade students know they are in charge of their reading lives, and that *everyone* can be a “2nd Grade Sensational Reader” by being engaged in text and establishing reading routines that will create a strong reading life. Students will have time to learn, build, and receive feedback on their reading habits and skills, which include:

1. self-selecting good fit books
2. engaging with texts during independent reading time (IRT) and read-aloud time
3. talking and speaking with others about their reading
4. reading every word the author has written (including fluency and word problem solving skills)

Time is given to develop routines, reading stamina, and speaking and listening skills, as well as time to get to know your readers by conducting running records and assessing knowledge of high frequency words.

Throughout learning, two engagement protocols are taught in this unit: *Back-to-Back/Face-to-Face* and *Think-Pair-Share*. Teachers continue to use these protocols whenever possible so that they become a go-to teaching and engagement strategy.

#### Anchor Charts:

##### How to Choose a Good Fit Book: I-PICK

I choose a book

**Purpose** - Why do I want to read it?

**Interest** - Does it interest me?

**Comprehend** - Am I understanding what I am reading?

**Know** - Do I know most of the words?

##### A perfect reading spot is...

- Not too close to anyone else
- Is comfortable for up to 20 minutes
- Easy to get in and out of (not under a desk or table)

##### What do independent readers do? What does it look and sound like?

- Stay in my spot
- Use my whole time to read
- Could tell someone what I read about
- Use IPICK to select new books
- Have enough books to read the whole time
- Manage distractions such as:
  - looking out the window
  - looking at others
  - zoning out
  - going to the bathroom

## Grade 2 Reading Unit 1: Creating a Reading Life

- bothering others
- chatting
- sharpening my pencil
- trying to find a new book
- Take care of the books I read

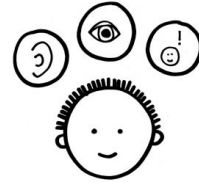
Keep your EYES  
and your MIND  
in the BOOK!!



### Final Unit Anchor Chart:

#### 2nd Grade Sensational Readers...

- ★ Pick good fit books
- ★ Use their whole time to read
- ★ Keep their eyes and mind in the book
- ★ Pay attention and think during read aloud
- ★ Talk and listen about reading
- ★ Recognize snap words and swoop them together
- ★ Are unknown word problem solvers by thinking....
  - Does this make sense?
  - Does it sound right?
  - Does it look right?



| Big Ideas/Essential Understandings                                  | Essential Questions                               |
|---|---|
| Readers have habits that put them in charge of their reading lives. | What habits help me create a strong reading life? |

### Standards

RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF2.4 Read with sufficient accuracy and fluency to support comprehension.

RF2.4A Read grade-level text with purpose and understanding.

RF2.4B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF2.4C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Grade 2 Reading Unit 1: Creating a Reading Life

SL2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

### Next Gen Life Long Practices:

think, write, speak, and listen to understand • read often and widely from a range of global and diverse texts • read for multiple purposes, including for learning and for pleasure • self-select texts based on interest • persevere through challenging, complex texts • enrich personal language, background knowledge, and vocabulary through reading and communicating with others • monitor comprehension and apply reading strategies flexibly • make connections (to self, other texts, ideas, cultures, eras, etc.)

| Content/Knowledge  | Skills/Reasoning   |
|--|--|
| <ul style="list-style-type: none"> <li>name steps to select good fit books</li> <li>describe why a book is or isn't a good fit book</li> <li>name expected behaviors for IRT</li> <li>name expected behaviors for read aloud</li> <li>names steps for successful speaking and listening</li> <li>describe <i>Back-to-Back/Face-to-Face</i> protocol</li> <li>describe <i>Think-Pair-Share</i> protocol</li> <li>recognize snap words</li> <li>recognize unknown words</li> </ul> | <ul style="list-style-type: none"> <li>determine good fit books using IPICK</li> <li>differentiate between good fit and not good fit books</li> <li>use IRT expected behaviors to engage with books</li> <li>apply IRT behaviors to read aloud behaviors</li> <li>use SLANT to speak and listen effectively</li> <li>reflect on what they are doing well, need to work on</li> <li>use word problem solving skills for unknown words</li> <li>group snap words to read fluently</li> <li>read text fluently</li> </ul> |

| Vocabulary  |   |
|-------------|---|
| preview     | opportunity to view beforehand, a viewing of something before you know it (read it) |
| purpose     | what something is used for; why it is being used                                    |
| protocol    | rules for how something is done; used often   |
| comprehend  | fully understand; get the meaning of  |
| independent | on your own; without help from others   |
| engage      | giving full attention and energy  |
| expected    | known to happen (often)   |
| fluency     | the ability to read a text accurately, with expression, not too fast or too slow    |
| snap words  | words you know right away, are effortless to read                                   |

## Grade 2 Reading Unit 1: Creating a Reading Life

### Pre-Assessment

Student F&P from 1st grade records

### Formative Assessments

[Data Collection Sheets](#)      conference notes      student post-its      exit tickets

[Reading Engagement Inventory](#)      student note-catchers/recording sheets

### Summative Assessment (2 days)

Students have time to put all of their skills together and enjoy reading their books. Provide an opportunity for partners to discuss their reading. Teachers use the information from the data collection sheets to confer with any students who weren't meeting expectations during any teaching points to assess their progress. Teachers use the [Gr2RU1 Summative Assessment Checklist](#) to record information; this document is then used to look for trends to inform further small group work.

### Resources/Texts/Materials

#### Teaching Point 1: Choosing good fit books

##### Day 1: Introduce I-PICK Strategy

Chart- How to Choose a Good Fit Book: I-PICK

[TP1 I-PICK Poster](#)

[Video of an I-PICK lesson](#)

Teacher choice book to model I-PICK

A basket of 10-12 books (both picture and chapter books, with a variety of reading levels, interests, and genre) for each small group of 4

**\*\*Can use the same books in each basket to make preparation of the I-PICK recording sheet and discussions more effective\*\***

[TP1 I-PICK Recording Sheet](#) - 1 per student

**\*\*Teacher pre-populates the *titles* prior to printing for student use to save on time and keeping the focus on trying out the process\*\***

Page 1 of [RU1 Data Collection Sheets](#)

[TP1 Day 1 Exit Ticket](#) (½ sheet per student)

##### Day 2: Refine the steps of I-PICK

Book baskets from Day 1

[TP1 I-PICK Recording Sheet](#) from Day 1

Page 1 of [RU1 Data Collection Sheets](#)

Sticky note for exit ticket - 1 per student

##### Day 3: Establishing Book Baggies/Basket Routine and *Back-to-Back/Face-to-Face*

###### Part I : Establishing Book Baggies/Basket Routine using I-PICK

Classroom library routine

Classroom routine for reminders about selecting new books

Containers for student books - baggies or baskets

###### Part II: Learn the Protocol of *Back-to-Back/Face-to-Face*

## Grade 2 Reading Unit 1: Creating a Reading Life

[Back-to-Back/Face-to-Face Protocol Directions](#)

Video: [Teaching Back-to-Back/Face-to-Face protocol](#)

Sticky note for exit ticket - 1 per student

### Teaching Point 2: Establishing expectations for Independent Reading Time (IRT) and Read-Aloud

#### Day 1: Finding our Perfect Reading Spot

Chart: A perfect reading spot is...

Student independent reading book baggies/baskets

[Reading Engagement Inventory](#) (Jen Serravallo)

Sticky note for exit ticket - 1 per student

#### Day 2: Establishing Expectations for IRT

Student independent reading book baggies/baskets

Chart: What do independent readers do? What does it look and sound like?

1 or 2 dot stickers per student (optional)

[Reading Engagement Inventory](#) (Jen Serravallo)

#### Day 3: Continue to Establish IRT Routines - Building Stamina

Student book baggies/baskets

Chart: [TP2 Chart: Keep Your Eyes and Mind in the Book](#)

[Reading Engagement Inventory](#) (Jen Serravallo)

[Running Record](#) (one blank for each student)

High Frequency Words Assessment

- See [assessment folder](#) for directions, implications for teaching, and word levels A-H
- You need a recording sheet copy for each student, and the list of words for students to read

#### Day 4: Establishing Routines and Behaviors for Read-Aloud/Train on *Think-Pair-Share*

##### Part I: Behaviors for Read-aloud

Read-aloud book of choice

Unit partners

Chart: What do independent readers do? What does it look at sound like?

Highlighter

page 2 of the [RU1 Data Collection Sheets](#)

##### Part II: Train on *Think/Pair/Share*

[TP2 Think-Pair-Share Posters](#)

Chime or sound signal

Discussion prompt from read-aloud

#### Day 5-6: Continue to Develop Behaviors for IRT & Read-Aloud

##### Part I: IRT

Student book baggies/baskets

Chart: What do independent readers do? What does it look and sound like?

Chart: [TP2 Chart: Keep Your Eyes and Mind in the Book](#)

[Reading Engagement Inventory](#) (Jen Serravallo)

[Running Record](#) (one blank for each student)

High Frequency Words Assessment

- See [assessment folder](#) for directions, implications for teaching, and word levels A-H
- You need a recording sheet copy for each student, and the list of words for students to read

Sticky notes for exit ticket



## Grade 2 Reading Unit 1: Creating a Reading Life

### Part II: Read-aloud

Chart: What do independent readers do? What does it look and sound like?

Read-aloud book of choice

page 2 of the [RU1 Data Collection Sheets](#)

### Teaching Point 3: Ways to practice being a better listener and speaker

#### Day 1: Teaching SLANT

[TP3 Slant Poster](#)

[TP3 SLANT Checklist](#) - 1 per student

[TP3 SLANT prompts](#)

page 3 of the [RU1 Data Collection Sheets](#)

#### Days 2-3: Independent Practice

Student book baggies/baskets

Read-aloud books - teacher choice

Teacher generated prompts around reading

page 3 of the [RU1 Data Collection Sheets](#)

### Teaching Point 4: Reading like the author intends: fluency and solving unknown words

#### Day 1: Recognizing snap words and swooping to read smoothly

##### Part I: Recognizing snap words and swooping to read smoothly

Unit anchor chart: 2nd Grade Sensational Readers

Level I/J text for teacher modeling

[Leveled texts for partnerships](#), a little higher than their reading level

page 4 of the [RU1 Data Collection Sheets](#)

Index cards for exit ticket

##### Part II: Independent Reading Time

Student book baggies/baskets

Running records and high frequency word assessments

#### Day 2-4: Solving Unknown Words

[TP4 Solving Unknown Words Poster](#)

page 4 of the [RU1 Data Collection Sheets](#)

##### Day 2:

Sentence with covered unknown word to display

[TP4 I Tried to Ride a Skateboard](#) - teacher model, and 1 per student

##### Day 3-4:

[Sofia Martinez: Picture Perfect](#) - 1 book per partnership (provided fall, 2019)

Words covered on pages 5-6 for model/active engagement

Small post-it flags

Index card (or sticky notes) for exit ticket

## Summary of Teaching Points

### Pre-Assessment

Student F&P from 1st grade records

|                       | Teaching Point Name  | Time Frame    |
|-----------------------|--|---------------|
| <b>TP1</b><br>page 8  | <b>Choosing good fit books</b>   | <b>3 days</b> |
| <b>TP2</b><br>page 14 | <b>Establishing expectations for Independent Reading Time (IRT) and Read-Aloud</b> | <b>6 days</b> |
| <b>TP3</b><br>page 24 | <b>Ways to practice being a better listener and speaker</b>                        | <b>3 days</b> |
| <b>TP4</b><br>page 27 | <b>Reading like the author intends: fluency and solving unknown words</b>          | <b>4 days</b> |

### Summative Assessment (2 days)

Students have time to put all of their skills together and enjoy reading their books. Provide an opportunity for partners to discuss their reading. Teachers use the information from the data collection sheets to confer with any students who weren't meeting expectations during any teaching points to assess their progress. Teachers use the [Gr2RU1 Summative Assessment Checklist](#) to record information; this document is then used to look for trends to inform further small group work.

## Grade 2 Reading Unit 1: Creating a Reading Life

### Learning Plan

#### Pre-Assessment

Student F&P from 1st grade records

#### Teaching Point 1: Choosing Good Fit Books

Time Frame: 3 days

**Learning Target:** *I am learning to... by...*

I am learning to select a good fit book for me, by using the I-PICK strategy...

I - I can choose a book (I can look a book over and see if it is something that might be a good fit for me)

P - Purpose (I can explain my purpose for choosing this book)

I - Interest (I can explain why this book interests me)

C- Comprehension (I can explain most of what I've read to someone)

K- Know (I know most of the words)

#### Performance of Understanding (Formative Assessment)

*How will the students develop their understanding of the teaching point and show what they are learning?*

Students watch a video to learn the steps of the I-PICK strategy. Students then access a basket of books to practice the I-PICK strategy. They use [TP1 IPICK Recording Sheet](#) to record their thinking. They use the strategy to select books for their book baggies/basket. They are trained in the *Back-to-Back/Face-to-Face* protocol to discuss their choices.

#### Success Criteria

*What does successful learning look like today? How will students know they are successful with their learning today?*

Students pay attention during the mini-lesson, select a book from the basket using I-PICK, select good fit books for their book baggies/basket, use their time effectively, and follow the steps of *Back-to-Back/Face-to-Face*.

#### Texts and Materials

##### Day 1: Introduce I-PICK Strategy

Chart- How to Choose a Good Fit Book: I-PICK

[TP1 I-PICK Poster](#)

[Video of an I-PICK lesson](#)

Teacher choice book to model I-PICK

A basket of 10-12 books (both picture and chapter books, with a variety of reading levels, interests, and genre) for each small group of 4

**\*\*Can use the same books in each basket to make preparation of the I-PICK recording sheet and discussions more effective\*\***

[TP1 I-PICK Recording Sheet](#) - 1 per student

**\*\*Teacher pre-populates the *titles* prior to printing for student use to save on time and keeping the focus on trying out the process\*\***

Page 1 of [RU1 Data Collection Sheets](#)

[TP1 Day 1 Exit Ticket](#) (½ sheet per student)

## Grade 2 Reading Unit 1: Creating a Reading Life

### Day 2: Refine the steps of I-PICK

Book baskets from Day 1

[TP1 I-PICK Recording Sheet](#) from Day 1

Page 1 of [RU1 Data Collection Sheets](#)

Sticky note for exit ticket - 1 per student

### Day 3: Establishing Book Baggies/Basket Routine and *Back-to-Back/Face-to-Face*

#### Part I : Establishing Book Baggies/Basket Routine using I-PICK

Classroom library routine

Classroom routine for reminders about selecting new books

Containers for student books - baggies or baskets

#### Part II: Learn the Protocol of *Back-to-Back/Face-to-Face*

[Back-to-Back/Face-to-Face Protocol Directions](#)

Video: [Teaching Back-to-Back/Face-to-Face protocol](#)

Sticky note for exit ticket - 1 per student

### Outline for Teaching Point 1: Choosing Good Fit Books

**Teacher Note:** The purpose of this teaching point is establish a process for your students to ensure they have books that are a good fit for them. Being able to find good fit books supports readers wanting to read.

### Day 1: Introduce I-PICK Strategy

**Say:** Today is a special day - our first day of second grade reading! This year you will learn so many new things and have so many more responsibilities. We are going to start our reading work with a unit called "Creating a Reading Life." This means that we are going to learn about the habits that successful readers use - habits that every single one of us can use each and every day when we read. In fact, in this unit, we are not just going to be successful readers; we are going to be 2nd Grade Sensational Readers! And every one can learn to be a sensational reader!

Today I want to teach you the first habit. The first habit is to select a book you are interested in and that you can read on your own with understanding. If you don't love a book, it might not be worth reading, or if it's so hard you can't understand it, you might get frustrated! We will call this choosing a "good fit" book for you. Choosing a good fit book for yourself will be more enjoyable to read, and will actually help you become a better reader! You can't get better at something if you aren't practicing it. This is important because in life, the better reader you are, the more successful and sensational you are. Today we are going to learn the steps to pick a good fit book because it will help you when you are on your own to choose which books to read.

We are going to watch some students who are experts with choosing good fit books who made a video to teach other kids how to pick good fit books. To help us better understand the video, here are the steps the students will talk about when selecting an independent reading book.

→ Teachers use the [TP1 IPICK Poster](#) or create your own chart:

## Grade 2 Reading Unit 1: Creating a Reading Life

### How to Choose a Good Fit Book: I-PICK

I choose a book

**Purpose** - Why do I want to read it?

**Interest** - Does it interest me?

**Comprehend** - Am I understanding what I am reading?

**Know** - Do I know most of the words?

- Show the class: [Video of an I PICK lesson](#)
- Discuss what students notice in the video
- Use prompts to help students synthesize their base-line knowledge about picking a good fit book, such as:
  - Which steps do you already know how to do?
  - Which steps are new for you?
  - Was there anything that surprised you about how to select a good fit book?

#### Model/Active Engagement:

**Say:** I am going to share with you today how I would think about whether or not this book would be a good fit for someone in our class using the I-PICK strategy:

- Refer to [TP1 IPICK Poster](#) or class chart
- Show students the book you chose to investigate
- Have a basket of books, including a ratty looking book, a big book like *Harry Potter*, magazines to ensure they have both fiction and informational, and a few more from your library
- Get started with the strategy browsing through the basket, holding up each book and talking aloud why this is or isn't a book you would choose

Today I choose (*book title*). It catches my attention because \_\_\_\_\_.

Next I ask myself, what is my **purpose** for reading (*book title*)? This means that I have to think about why I want to read my next book. Some things I might ask myself are:

- Do I want to learn about a topic? If so, I would read an informational text.
- Do I want to read about a new character and their story? If so, I would read a fiction text.
- Do I want a short book or a long book, or a magazine?

**\*\*Think aloud about your purpose and compare it to the chosen text\*\***

So for myself as a reader, I have a purpose for reading this book, but does that mean all of you have the same answer to that question?

- At this point, casually model that this step of the process has been investigated by putting a check on the [TP1 IPICK Recording Sheet](#) (displayed on document camera)
- Hear from a few students who might have a different idea around that process piece

I now need to wonder about my **interest** in this book. Some things I might ask myself:

- Am I interested in this topic?
- Does this story look interesting to me?
- Do I already know and like this author?
- Is this a series I already know and like?
- Does it grab my attention?

## Grade 2 Reading Unit 1: Creating a Reading Life

**\*\*Think aloud about your interest and compare it to the chosen text\*\***

But again, does that mean everyone will have the same answer to that question?

- Put a check mark under the **I-PI** on the [TP1 IPICK Recording Sheet](#)
- Hear from a few students who might have a different idea around that process piece

For our next step, “**Comprehend**,” I am going to read out loud a small chunk of this text.

- Model a retell of what you learned about the topic or the story to show that you understood what you were reading
- Use your 5 fingers to show that you can say 3-5 things about the text thinking aloud, “Do I understand what I am reading?”
- Model filling out the [TP1 IPICK Recording Sheet](#)

For the last step, “**Know**”, think aloud, “Did I see any unknown words that I couldn’t say or understand what they meant?”

- Model filling out the [TP1 IPICK Recording Sheet](#)
- Ask students to reflect by asking, “Do you think that this would be a good fit book for me based on what I showed you? Why or Why not?”

### **Independent Practice:**

Now you will have a chance to try out the process of choosing a good fit book by using I-PICK.

- Student groups of 4 have a basket of 10-12 books with a variety of reading levels, interests, and genre and each student has a [TP1 IPICK Recording Sheet](#)**\*\***
  - **\*\*Teacher pre-populate the *titles* on the sheet **prior** to printing for student use to save on time and to keep the focus on trying out the process!**
  - Students put a ✓ in each box of the process they complete for the title selected
  - Students can put an X in a column when they realize a book is not a good fit for them
- Tell students they will place a ✓ in each column to see how far they get; this is not a race to get to all of the books, but to try the strategy
- When students follow the I-PICK steps, they can put a ☺ next to books that they realize were good fit books or a ☹ next to titles that were not a good fit
- Teachers circulate to assess students’ competence with the I-PICK strategy using page 1 of the [RU1 Data Collection Sheets](#) to record observations
- Scaffolding questions *might* be :
  - Why did you choose this book?
  - Are there any unknown words?
  - What have you learned this book might be about?

### **Closure:**

Remind students that they are in charge of their reading lives, and I-PICK is a strategy that can help them select a good fit book to read.

### **[Day 1 Exit Ticket:](#)**

Students review their recording sheet from today, and circle the steps they were most comfortable with on the exit ticket ½ sheet to hand in.

### Day 2: Refine the steps of I-PICK

#### Model/Active Engagement:

Teachers analyze Day 1 exit tickets to inform mini-lesson to base on what went well yesterday/needs to be addressed. You might want to model with another book together depending on the needs and independence of your group. Engage students in practicing the I-PICK steps.

#### Independent Practice:

**Say:** Today you will continue to use I-PICK to find good fit books with their recording sheet and group basket of books. Students continue their independent work with the book baskets and [TP1 IPICK Recording Sheet](#) from Day 1.

#### Exit Ticket:

Put a sticky note, with your name on it, on a book that is a good fit for you.

### Day 3: Establishing Book Baggies/Basket Routine and *Back-to-Back/Face-to-Face*

**Teacher Note: Build the classroom routine that supports the utilization of your library:**  
*This lesson may not be specific to your reading time; rather settling into the routines and procedures of your classroom*

Train students in your library organizational structure, focusing on building enthusiasm:

1. Give students a chance to become familiar with your library and select a book
2. Establish routine for selecting new books before or after independent reading time, with reminders that they want/need a new book (leave a sticky note on your desk, have a place on the whiteboard for reminders, put book baggie in an established crate)
3. Reinforce that books don't get chosen during independent reading time as that is a distraction; establish your routine of when students select new books, such as a part of their morning routine or after lunch - depending on your schedule

### Part I : Establishing Book Baggies/Basket Routine using I-PICK

#### Model/Active Engagement:

**Say:** Now that you have a process to select independent reading books and we know how to use our library, we are going to establish our book baggie routine; you will get 10 minutes to start selecting books that are a good fit for you! But first, let me show you how we will organize and keep the books we select.

- Establish book baggie/basket routine, using modeling and active engagement techniques to ensure students know how to manage their baggies/basket before they go off to select books.

#### Independent Practice:

Students select books and place in their baggies/basket.

- Allow for student selection of multiple titles as determined by teacher
- Teachers circulate to assess use of the I-PICK strategy and that students are using their time effectively
- Stop students after 5 minutes to share what you are noticing so that they can improve their book selection practice

## Grade 2 Reading Unit 1: Creating a Reading Life

### Part I Closure:

Remind students of the I-PICK routine and why it's an important habit for taking charge of their reading life: choosing good fit books ensures they have plenty of books that interest them and they can understand.

### Part II: Learn the Protocol of *Back-to-Back/Face-to-Face*

**Teacher Note:** Continue to use this protocol wherever it makes sense during the day over the next month so that students retain the purpose and expected behaviors that move their learning forward; this protocol can then be used as a go-to instructional move to engage students anytime.

**Say:** Today we will learn a protocol (meaning something we will do often) to make learning engaging and interesting. With your partner, we will practice *Back-to-Back/Face-to-Face*. First, walk to find your partner, taking your book baggie/basket, and signal you are ready, by standing next to each other back-to-back. (Teacher can model what this looks like with one student)

### Active Engagement:

- Use the steps in the written directions ([Back-to-Back/Face-to-Face Protocol Directions](#)) to teach students *Back-to-Back/Face-to-Face*
  - You may want to show the video [Teaching Back-to-Back/Face-to-Face protocol](#) to show students what it looks like
- Teach/practice the protocol by using the following prompts:
  - What is your favorite animal? Why?
  - What do you want to be when you grow up? Why?
  - Share one I-PICK book in your baggie/basket and why this is a good fit book for you

### Exit Ticket:

Students write the title of the book are most excited to read from their baggie/basket on a sticky note, and place their sticky note on a class chart or whiteboard.



## Grade 2 Reading Unit 1: Creating a Reading Life

### Teaching Point 2: Establishing expectations for Independent Reading Time (IRT) and Read-Aloud Time Frame: 6 days

|   |
|---|
| <b>Learning Target:</b> <i>I am learning to... by...</i>  |
| I am learning to be a 2nd Grade Sensational Reader by using expected behaviors (on the anchor chart) during IRT and read-aloud time and by reflecting on what I am doing well and what I need to improve.   |
| <b>Performance of Understanding (Formative Assessment)</b><br><i>How will the students develop their understanding of the teaching point and show what they are learning?</i>   |
| Students brainstorm criteria for a perfect reading spot, choose a spot, and try it out. They collaboratively build the anchor chart for IRT expected behaviors, practice, and reflect. They use the IRT chart to establish connections to expected behaviors for read-aloud time. They practice read-aloud behaviors, debrief, and reflect with their partners to identify strengths and weaknesses during read-aloud. Students continue to develop behaviors during IRT and read-aloud by revisiting the anchor charts to think about behaviors, practicing, and then reflecting. They are trained in <i>Think-Pair-Share</i> as a way to think and reflect.   |
| <b>Success Criteria</b><br><i>What does successful learning look like today? How will students know they are successful with their learning today?</i>  |
| Students find a perfect reading spot. They participate in the class discussions to create IRT and read-aloud expectations. Students use the anchor chart behaviors 80% of the time. Students tell their partner what they did well and identify an area to work on. They appropriately participate in the <i>Think-Pair-Share</i> protocol.   |
| <b>Texts and Materials</b>  |
| <p><b>Day 1: Finding our Perfect Reading Spot</b><br/> Chart: A perfect reading spot is...<br/> Student independent reading book baggies/baskets<br/> <a href="#">Reading Engagement Inventory</a> (Jen Serravallo)<br/> Sticky note for exit ticket - 1 per student</p> <p><b>Day 2: Establishing Expectations for IRT</b><br/> Student independent reading book baggies/baskets<br/> Chart: What do independent readers do? What does it look and sound like?<br/> 1 or 2 dot stickers per student (optional)<br/> <a href="#">Reading Engagement Inventory</a> (Jen Serravallo)</p> <p><b>Day 3: Continue to Establish IRT Routines - Building Stamina</b><br/> Student book baggies/baskets<br/> Chart: <a href="#">TP2 Chart: Keep Your Eyes and Mind in the Book</a><br/> <a href="#">Reading Engagement Inventory</a> (Jen Serravallo)<br/> <a href="#">Running Record</a> (one blank for each student)<br/> High Frequency Words Assessment <ul style="list-style-type: none"> <li>See <a href="#">assessment folder</a> for directions, implications for teaching, and word levels A-H</li> <li>You need a recording sheet copy for each student, and the list of words for students to read</li> </ul> </p> |

## Grade 2 Reading Unit 1: Creating a Reading Life

### Day 4: Establishing Routines and Behaviors for Read-Aloud/Train on *Think-Pair-Share*

#### Part I: Behaviors for Read-aloud

Read-aloud book of choice

Unit partners

Chart: What do independent readers do? What does it look and sound like?

Highlighter

page 2 of the [RU1 Data Collection Sheets](#)

#### Part II: Train on *Think/Pair/Share*

[TP2 Think-Pair-Share Posters](#)

Chime or sound signal

Discussion prompt from read-aloud

### Day 5-6: Continue to Develop Behaviors for IRT & Read-Aloud

#### Part I: IRT

Student book baggies/baskets

Chart: What do independent readers do? What does it look and sound like?

Chart: [TP2 Chart: Keep Your Eyes and Mind in the Book](#)

[Reading Engagement Inventory](#) (Jen Serravallo)

[Running Record](#) (one blank for each student)

High Frequency Words Assessment

- See [assessment folder](#) for directions, implications for teaching, and word levels A-H
- You need a recording sheet copy for each student, and the list of words for students to read

Sticky notes for exit ticket

#### Part II: Read-aloud

Chart: What do independent readers do? What does it look and sound like?

Read-aloud book of choice

page 2 of the [RU1 Data Collection Sheets](#)

### Outline for Teaching Point 2: Establishing expectations for Independent Reading Time (IRT) and Read-Aloud

**Teacher Note:** This is a slow methodical process to train students to work independently. Take the time to do this well; don't hesitate to have students repeatedly rehearse a part of the process that needs adjusting, and celebrate areas of success.

### Day 1: Finding our Perfect Reading Spot

#### Inquiry:

**Say:** Now that we all have learned about the I-PICK strategy and how to select books that are a good fit for each of us, we are going to have even more time to read and enjoy our great books! I know I like to be super comfortable when I read, so in this classroom, I want you each to select a place that will be a good spot for you to enjoy your reading. Today we will find the best spots that will help you all be successful readers. And remember - a perfect reading spot for one person may not be a perfect spot for somebody else. So let's think - what do you, as a reader, need to think about when finding the perfect spot?

## Grade 2 Reading Unit 1: Creating a Reading Life

- As students share out what makes a perfect reading spot and where that might be in the classroom record “A perfect reading spot is....”

| A perfect reading spot is...   |
|--|
| <ul style="list-style-type: none"><li>Not too close to anyone else</li><li>Is comfortable for up to 20 minutes</li><li>Easy to get in and out of (not under a desk or table)</li></ul> |

- Review any procedures for comfort items in your room, such as pillows, special chairs, or carpet pieces

**Model:** Choose 2 students to model - one *not* finding a perfect reading spot and one who does find a perfect reading spot based on the discussion “A perfect reading spot is...”

- Not Perfect - hanging in the doorway half in and half out of the classroom or sitting with back against the closed door of the classroom
- Perfect Spot - on a pillow, on the rug

### Active Engagement:

- Students pick a spot to read and try it out for 5 minutes
- Teachers use [Reading Engagement Inventory](#) (Jen Serravallo) to record what they notice about student independent reading behaviors
- Bring students back together and ask, “What did you notice about yourself as a reader? Was it really the perfect spot for you? Why or why not?”
- Ask students, “How many of you want to go back to that same spot? How many of you want to make an adjustment?”
- Make any spot adjustments

### Independent Practice:

- Students go back to read again for up to 9 minutes
- Teachers continue to use [Reading Engagement Inventory](#) (Jen Serravallo) to record what they notice about student independent reading behaviors
- Teachers note student spots; these will be fixed for teacher determined amount of time
- Practice clean up and transitioning from spots to seats to ensure students understand the efficiency required
- Reinforce putting reading baggies/baskets where they belong

**Closure:** Ask students, “What kinds of things did we notice when we are reading in our perfect spot?” (this will be revisited in Day 2)

### Exit Ticket:

Write one thing that makes your spot perfect for you on a sticky note. Teachers collect sticky notes.

## Grade 2 Reading Unit 1: Creating a Reading Life

### Day 2: Establishing Expectations for IRT

#### **Teacher Note: Introduce expectation to assess book needs at the close of IRT**

**Say:** A great life skill that will always help you is to plan ahead - to think about what you need ahead of time so you aren't caught without the things you need. One way we can practice this is to be prepared for IRT. If you are close to finishing your book, you want to make sure you set yourself up for tomorrow, so you don't get caught without something to read during IRT!

- Give students time to assess their book needs and follow the established routine for giving themselves a reminder about selecting a new book prior to the next IRT
- Remind students about I-PICK for selecting new books and management of book baggies/basket

**Say:** We are so lucky to have good fit books and a perfect spot to read. Let's think about what independent readers do... What does it look like? What does it sound like?

- Create a new chart based on class responses
- Allow students to have 1 or 2 dot stickers to show a connection to an idea on the anchor chart that they do well. This can be used to discuss trends in the classroom and view what's going well for the group.

→ Sample Anchor Chart

#### **What do independent readers do? What does it look and sound like?**

- Stay in my spot
- Use my whole time to read
- Could tell someone what I read about
- Use I-PICK to select new books
- Have enough books to read the whole time
- Manage distractions such as:
  - looking out the window
  - looking at others
  - zoning out
  - going to the bathroom
  - bothering others
  - chatting
  - sharpening my pencil
  - trying to find a new book
- Take care of the books I read

#### **Model:**

Ask a student to model good independent reading behaviors; other students name out what they see.

- Getting reading baggie
- Getting right to their spot
- Getting out your book
- Eyes on print
- Read the whole time

## Grade 2 Reading Unit 1: Creating a Reading Life

Ask a student to model not-good independent reading behaviors; other students name out what they see such as:

- Taking too much time to get reading baggie/basket
- Stopping to chat with a friend instead of finding spot right away
- Flipping from book to book
- Eyes looking around the room
- Getting up and moving about the room

Then have that same student model the good independent reading behaviors again for the class to see.

**\*Note:** The authors of the *The Daily 5* suggest selecting a student who has demonstrated difficulty engaging appropriately, and allow them to show not-good reading behaviors and then model good behaviors to show that they can follow the expectations appropriately.

### Active Engagement:

Students practice good/not-good IRT behaviors before heading off to their spots to try this independently.

### Independent Practice:

Students transition to their perfect spots and practice good IRT behaviors; it is recommended that this time is short so that students are successful. Repeat any steps needed to ensure the routine for getting yourself set for IRT is efficient and effective. Teachers continue to use the [Reading Engagement Inventory](#) to gather observational data about students' behaviors.

### Exit Ticket:

Use the *Back to Back/Face to Face* protocol for students to share (1) what went well during IRT and (2) anything they might want to work on tomorrow.

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### Day 3: Continue to Establish IRT Routines- Building Stamina

**Say:** Today we are going to read for a longer time than we did yesterday. Sometimes your mind wanders when you have longer to read. Second Grade Sensational Readers notice when they stop paying attention to their reading and need to get their eyes and mind back in the book.

→ Display chart [TP2 Chart: Keep Your Eyes and Mind in the Book](#)

I'm going to read a little bit and see if you notice what I am doing when my eyes and mind are in the book and when they are not. Put your thumb when you think my eyes and mind are not in the book. Think about:

- How do you know your eyes are in the book?
- How do you know your mind is in the book? Can you see this happening?

Keep your EYES  
and your MIND  
in the BOOK!!



### Inquiry:

Model reading in your head in an engaged way. Then model just having your eyes in the book but not your mind.

## Grade 2 Reading Unit 1: Creating a Reading Life

Look up and say, “I just realized I don’t remember what I read. My eyes were in the book, but I can’t remember what I read; my mind must have wandered. What do you think I should do?”

- Model student suggested strategies and continue with any on the list below that weren’t mentioned

→ Add to your chart using what students say, such as

- Find the place where you can say what is going on
- Reread from that point
- Picture in your mind what is going on (make a movie in your mind- visualize to refocus)
- Stop to tell yourself what is going on
- Think about what emotions/feelings you have (your reaction)

Today while you are reading your books, I will be working with students. This is a great opportunity for you to use all of your strategies to be a 2nd Grade Sensational Reader; no one will be telling you how to manage yourself. I will be working one-on-one with students to hear each of you read out loud a little bit and get to know you a little bit better as readers. Remember 2nd Grade Sensational Readers keep their eyes and minds in the book!

### Independent Practice:

Students engage with IRT for up to 15 minutes. Teachers use this time to do a [Running Record](#) for the book a student is reading, and assess high frequency words. For high frequency words:

- See [assessment folder](#) for directions, implications for teaching, and word levels A-H
- You need a recording sheet copy for each student, and the list of words for students to read
- Tell students you want to know what **words they know in a snap**; this connects to work they will do in TP4
- Teachers continue to use the [Reading Engagement Inventory](#) to gather observational data about students’ behaviors they are able to observe

### Day 4: Establishing Routines and Behaviors for Read-Aloud/Train on *Think-Pair-Share*

#### Part I: Behaviors for Read-aloud

#### Part II: Train on Think/Pair/Share

#### Teacher Note - From Lucy Calkins blog article on setting up partnerships:

In most reading and writing units, students work in partnerships to support and extend their work. Over time, even very young students can learn to turn to a partner as the first line of defense when trouble arises. When they encounter an unknown word in their reading, for example, they can ask a partner for help rather than running to a teacher. Or, when they aren’t sure what to write about, they can ask a partner to spend a couple of minutes brainstorming. As Lucy Calkins writes in *A Guide to the Reading Workshop: Primary Grades*, “Partner time is designed to give young readers a second wind, renewing their energy to continue on” (p. 52). The same is true for young writers, too. With a bit of extra instruction and time, partners can learn to act as confidantes, sounding boards, and cheerleaders for each other, spurring each other on to do their best work.

#### Some tips to help with setting up partnerships:

- **Consider social dynamics.** Partnerships are usually the most successful when the teacher selects them. It seems in line with the independence we try to instill in students in reading and writing workshop to let them choose their own partners. However, most

## Grade 2 Reading Unit 1: Creating a Reading Life

teachers' experience shows that the best friends students choose to play with on the playground do not make the most focused, supportive partners in the classroom.

- **Consider levels.** In writing, partnerships do not need to be ability based. Often students who have different strengths make great partners, such as one whose strength is detail and one whose strength is organization. In reading, partners should be reading at or very close to the same level, particularly if you have multiple copies of books that they can read together.
- **Consider personality.** Often, quiet students partner well with other quiet students, and talkative students partner well with other talkative students. Make sure that no student is in a partnership where his/her voice will not be heard.
- **Consider longevity of partnerships.** Ideally, partners stay together for an entire unit. If a partnership is really not working well, they can be changed mid-unit. If a partnership is very strong, they might stay together for the next unit, as well.
- **Consider English Language Learners.** ELLs are best supported by partnering them with a proficient speaker. Or, if they are pre-emergent speakers, they might work in a triad with two proficient speakers who can act as models.

### Part I: Behaviors for Read-Aloud

#### Inquiry:

**Say:** Let's take a look at the anchor chart about independent reading behaviors. Which of these ideas are the same for listening to read-alouds? What is different?

- Create a "coding" system or highlight to show similarities and differences between behaviors for IRT and Read-Alouds. (or create a new chart for read-aloud)

| What do independent readers do? What does it look and sound like?   |
|---|
| <ul style="list-style-type: none"><li>• Stay in my spot</li><li>• Use my whole time to read</li><li>• Could tell someone what I read about</li><li>• Use I-PICK to select new books</li><li>• Have enough books to read the whole time</li><li>• Manage distractions such as:<ul style="list-style-type: none"><li>○ looking out the window</li><li>○ looking at others</li><li>○ zoning out</li><li>○ going to the bathroom</li><li>○ bothering others</li><li>○ chatting</li><li>○ sharpening my pencil</li><li>○ trying to find a new book</li></ul></li><li>• Take care of the books I read</li></ul> |

- Establish how and where students sit, and how to have calm bodies
- Introduce reading partners for the unit



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- Have students sit elbow to elbow, knee to knee
- Partners introduce themselves and share one thing with each other about themselves
- Read-aloud a picture book
- Debrief what went well, what behaviors were difficult, what behaviors were easy for them as a group
- Record any observations on page 2 of the [RU1 Data Collection Sheets](#)

### Part II: Train on *Think-Pair-Share* Protocol

**Teacher Note:** Continue to use this protocol wherever it makes sense during the day over the next month so that students retain the purpose and expected behaviors that move their learning forward; this protocol can then be used as a go-to instructional move to engage students anytime.

#### Model/Active Engagement/Independent Practice:

**Say:** Last year you and your classmates used *Turn and Talk* as a way to share about your learning. We all need to practice to communicate effectively. We will have many opportunities to talk with our partner to try on new learning and to collect new ideas that lead to stronger understandings.

It is important that each partner knows his or her job responsibilities. Today I will teach you something a little different from *Turn and Talk*...a new protocol called *Think-Pair-Share*. It adds the step for each student to have the time to think and plan what you are going to say. You will also use a signal (a thumbs up) when you are ready to share with your partner.

→ Display poster of your choice ([TP2 Think-Pair-Share Posters](#)) to serve as a visual for steps students will follow.



#### Model:

Ask an opinion question out loud and invite a student to model it with you: THINK (thumbs up), PAIR (make eye contact), SHARE (turn taking to answer).

#### Active Engagement/Independent Practice:

**Say:** Let's give it a try. Here's how we do *Think-Pair-Share*; I will give you a prompt, before you say anything, you need to think and plan what you are going to say. Signal with a thumbs up to your partner when you are ready. At the sound of the chime, we will come back together.

- Students are:
  - Sitting knee to knee, elbow to elbow with their unit partner



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- Give a prompt to practice the THINK...wait for all partners to have a thumbs up and then direct students to PAIR (make eye contact to your partner) and SHARE (take turns sharing and listening).
- Partners discuss one thing they liked about the read aloud.
- Tell students that each day during read-aloud, they will sit with their unit reading partner and will have many opportunities to think about the book and share their thinking

**Closure:** Call students back together to reflect on what went well and what they noticed today.

- Does anyone want to share something they learned?
- How does using *Think-Pair-Share* help you as a learner?

---

### Day 5-6: Continue behaviors for IRT & Read-Aloud

#### Part I: IRT behaviors (20-25 minutes)

#### Part II: Continue with Behaviors for Read Aloud and Unit Partners (20-25 minutes)

#### Part I: IRT behaviors (20-25 minutes)

**Say:** We didn't get a chance to read independently yesterday, but remember we learned more about how to keep our eyes and minds in the book when we are reading.

- Review the anchor charts *What do Independent Readers Do?* and *Keep My Eyes & Minds in the Book*
- Remind students they get settled right away; if students don't get settled and begin reading within 30 seconds, bring students back together, note behaviors, and practice behaviors transitioning from whole group to independent reading spots

#### Independent Practice:

Students engage with IRT for up to 17 minutes. Teachers use this time to do a [Running Record](#) for the book a student is reading and continue assessing high frequency words. For high frequency words:

- See [assessment folder](#) for directions, implications for teaching, and word levels A-H
- You need a recording sheet copy for each student, and the list of words for students to read
- Tell students you want to know what **words they know in a snap**; this connects to work they will do in TP4
- Teachers also continue to use the [Reading Engagement Inventory](#) to gather observational data about students' behaviors they are able to observe during this time.

#### Part I Exit Ticket:

Students identify what is going well for them personally in their independent reading and identify one thing they want to get better at tomorrow. They record this on a sticky note and put it on their book as a reminder for tomorrow.

#### Part II: Continue with Behaviors for Read Aloud and Unit Partners (20-25 minutes)

→ **Teacher Note:** Choose 3 students to focus on that you don't feel like you know well, are blending in, or not showing much engagement in order to gather some anecdotal evidence.

## Grade 2 Reading Unit 1: Creating a Reading Life

### **Independent Practice:**

Students transition from independent reading to the carpet; have students retry any part of the process that didn't allow for a smooth and efficient transition. Confirm unit partners are sitting next to each other.

Before reading aloud, revisit the anchor chart to reinforce behaviors for read-alouds.

After the read-aloud, use *Think-Pair-Share* for partners to reflect on what went well for them during read aloud, and what they want to work on tomorrow.

Practice transitioning from read-aloud space back to the desk.

Teachers record observations about students' competence with read-aloud expectations using page 2 of the [RU1 Data Collection Sheets](#).

## Grade 2 Reading Unit 1: Creating a Reading Life

### Teaching Point 3: Ways to Practice Being a Better Listener and Speaker

Time Frame: 3 days

**Learning Target:** *I am learning to... by...*

I am learning to be a 2nd Grade Sensational Reader by using SLANT when I speak and listen about my reading:

"S" = sitting up straight

"L" = lean forward and listen

"A" = answer

"N" = nod your head

"T" = track the speaker

#### **Performance of Understanding (Formative Assessment)**

*How will the students develop their understanding of the teaching point and show what they are learning?*

Students learn the steps of SLANT and use the steps in partnerships to discuss general conversation prompts. Partnerships watch each other to look for steps, using the [TP3 SLANT Checklist](#) and providing feedback. Students then continue to practice the speaking and listening steps with teacher directed prompts for IRT and read-aloud books.

#### **Success Criteria**

*What does successful learning look like today? How will students know they are successful with their learning today?*

Students use all steps of SLANT during conversations. They follow expected IRT and read-aloud behaviors.

#### **Texts and Materials**

##### **Day 1: Teaching SLANT**

[TP3 Slant Poster](#)

[TP3 SLANT Checklist](#) - 1 per student

[TP3 SLANT prompts](#)

page 3 of the [RU1 Data Collection Sheets](#)

##### **Days 2-3: Independent Practice**

Student book baggies/baskets

Read-aloud books - teacher choice

Teacher generated prompts around reading

page 3 of the [RU1 Data Collection Sheets](#)

#### **Outline for Teaching Point 3: Ways to Practice Being a Better Listener and Speaker**

**Teacher Note:** Lucy Calkins assigns unit partners so that students develop a rapport and sense of safety with one classmate. Students should be homogeneously grouped in a partnership so that they can help each other with similar level texts, or have similar needs around harder texts.

## Grade 2 Reading Unit 1: Creating a Reading Life

**Professional Development:** The crux of the **SLANT strategy** is to enhance learning and student performance by creating a behavior that incorporates the conscious use of positive body language. “**SLANT**” is an acronym that stands for **S**it up, **L**ean forward, **A**sk and answers questions, **N**od your head and **T**rack the speaker.

### Teacher Resources on SLANT:

[What is the SLANT Strategy and How does it Improve Student Achievement?](#)

[Teacher Video for SLANT](#)

### Day 1: Teaching SLANT

**Say:** Sometimes we might think that reading is solitary - meaning by yourself, for one person; just you and your book. However, researchers found that talking about your reading really helps you better understand and remember what you have read. This is why your partner will be there to listen to you and help you, just like you will be there to listen to your partner and help your partner. Our third habit for 2nd Grade Sensational Readers is to use effective speaking and listening skills to learn more about our reading.

### Connection:

What have learned so far about working with a partner? What does good speaking and listening look like? (students should draw upon *Back-to-Back/Face-to-Face*, and *Think-Pair-Share*)

### Model:

If I am sitting and talking like this (slump, don't look at the class, and start mumbling), do you feel like I am really engaged with speaking with you? Do you feel like I *care* about what I'm saying or what you might say back to me?

Researchers have found that when you pay attention to what your body and mind are doing when you are speaking and listening to somebody, you learn more and people feel respected and listened to. We will use the acronym **S-L-A-N-T** which spells the word **SLANT** (an acronym from *Teach Like a Champion* by Doug Lemov) to help us remember what to do.

→ Display [TP3 Slant Poster](#) under the document camera

Model each step as you tell students what each letter stands for:

- "S" = sit up straight
- "L" = lean forward and listen
- "A" = ask or answer questions
- "N" = nod your head
- "T" = track the speaker



### Active Engagement:

Teacher is the speaker; students are the listeners. Practice walking through the steps. (teacher can tell a quick 1 minute story of something that happened that morning - make sure students correctly model each step of SLANT)

## Grade 2 Reading Unit 1: Creating a Reading Life

### Independent Practice:

Put 2 partnerships together to make a group of 4. One partnership chooses a question to discuss; the other partnership uses their [TP3 SLANT Checklist](#) to gather evidence and provide feedback. Then, the partnerships switch roles.

Use general prompts ([TP3 SLANT prompts](#) can be displayed one-by-one on document camera) such as:

1. If you could have any animal for a pet what would it be and why?
2. Tell about your first grade classroom and teacher.
3. Tell about your family.
4. If you could fly or be invisible, which would you choose and why?
5. If you could be a bird or a cheetah, which would you choose and why?
6. Would you rather be a famous soccer player or a famous performer and why?

Teachers use page 3 of the [RU1 Data Collection Sheets](#) to collect observational notes as they coach into partnerships and provide feedback.

### Debrief:

Bring students back together to discuss what went well and what was tricky. Remind students why being a good speaker and listener will help them grow as readers.

---

### Days 2-3: Independent Practice

Continue IRT and read-aloud. Partnerships use SLANT to continue developing their speaking and listening skills. Teachers provide prompts to guide student discussions. Reinforce that talking with their partners helps them remember what they are reading, clarify confusions, and helps them learn from others.

Teachers circulate to observe students and provide feedback. Record observations on page 3 of [RU1 Data Collection Sheets](#).

During IRT, teachers continue to use this time to do a [Running Record](#) for the book a student is reading and assessing high frequency words. For high frequency words:

- See [assessment folder](#) for directions, implications for teaching, and word levels A-H
- You need a recording sheet copy for each student, and the list of words for students to read
- Tell students you want to know what **words they know in a snap**; this connects to work they will do in TP4

Ways to practice speaking and listening:

- *Back-to-Back/Face-to-Face*
- *Think-Pair-Share*
- Following steps of SLANT during teacher prompts for partnership discussions around their reading

### Exit Ticket each day:

Have partnerships reflect on what's going well in their conversations, and a goal they have for themselves in future partnership discussions.

## Grade 2 Reading Unit 1: Creating a Reading Life

### Teaching Point 4: Reading like the author intends: fluency and solving unknown words

Time Frame: 4 days

**Learning Target:** *I am learning to... by...*

I am learning to read fluently and smoothly by recognizing snap words and swooping them, and by using a 3 step approach to solving unknown words:

- ❖ STOP - don't just blow past a word you don't know
- ❖ Juggle the 3 balls: What makes sense? What looks right? What sounds right?
- ❖ Reread

#### **Performance of Understanding (Formative Assessment)**

*How will the students develop their understanding of the teaching point and show what they are learning?*

Students are introduced to the 3-step strategy through thinking about what a covered word could be in a sentence through meaning, and then verifying the word through what sounds right and looks right. Partners apply the strategy to a poem, and then to 2 chapters in a chapter book.

#### **Success Criteria**

*What does successful learning look like today? How will students know they are successful with their learning today?*

Students identify snap words and swoop them together to read fluently. Students stop when they don't know a word and think about what makes sense and recognize chunks of the word to figure out the word. Students go back to reread the sentence or part of the text to ensure they are reading fluently and making meaning. Students pay attention and engage during the mini-lesson. They use their partnership time to read and use SLANT to problem solve unknown words together.

#### **Texts and Materials**

##### **Day 1: Recognizing snap words and swooping to read smoothly**

##### **Part I: Recognizing snap words and swooping to read smoothly**

Unit anchor chart: 2nd Grade Sensational Readers

Level I/J text for teacher modeling

[Leveled texts for partnerships](#), a little higher than their reading level

page 4 of the [RU1 Data Collection Sheets](#)

Index cards for exit ticket

##### **Part II: Independent Reading Time**

Student book baggies/baskets

Running records and high frequency word assessments

##### **Day 2-4: Solving Unknown Words**

[TP4 Solving Unknown Words Poster](#)

page 4 of the [RU1 Data Collection Sheets](#)

##### **Day 2:**

Sentence with covered unknown word to display

[TP4 I Tried to Ride a Skateboard](#) - teacher model, and 1 per student

##### **Day 3-4:**

[Sofia Martinez: Picture Perfect](#) -1 book per partnership (provided fall, 2019)

Words covered on pages 5-6 for model/active engagement

Small post-it flags

Index card (or sticky notes) for exit ticket

## Grade 2 Reading Unit 1: Creating a Reading Life

### Outline for Teaching Point 4: Reading like the author intends: fluency and solving unknown words

#### Day 1: Recognizing snap words and swooping to read smoothly

##### Part I: Recognizing snap words and swooping to read smoothly

##### Part II: Independent Reading Time

#### Part I: Recognizing snap words to help us persevere

**Say:** We have learned several strategies so far about being 2nd grade sensational readers:

→ Create the final unit anchor chart:

| 2nd Grade Sensational Readers...   |
|--|
| <ul style="list-style-type: none"><li>★ Pick good fit books</li><li>★ Use their whole time to read</li><li>★ Keep their eyes and mind in the book</li><li>★ Pay attention and think during read-aloud</li><li>★ Use SLANT to talk and listen about reading</li></ul> |

Today we are going to learn another habit that will help us enjoy our reading time much more. Sometimes when I find something is hard for me, like (*provide an example from your life*), I just avoid it or give up. I was thinking that can happen with reading too - if we think it is too hard, or we see too many words we don't know, we might just give up or say, "I don't want to read" or "I don't like reading." But we never learn or get better if we give up, right? So today I want to teach you that even if you think some words are hard, there are always lots of "snap words" - words you know right away or words you get "in a snap" - that will help you. Snap words are effortless; we don't have to think hard about reading them. It builds our confidence when we can read words in a snap, and the more you practice, the more snap words you will know!

#### Model:

- Display a level I or J chapter book under the document camera
- Think aloud that this book looks hard, but that you know you can read lots of the words
- Highlight words that are snap words

Recognizing snap words is helpful to me as a reader because if I know that there are words I already know, then I can swoop them together, or read them together smoothly, rather than pausing between each word.

- Point out words you know in the first sentence
- Highlight words so that students can visually see you know a lot of words
- Reread the sentence, swooping words together
- Ask students to think about what sounded different
- Ask students to point out which words were swooped together

So what I am teaching you today is that 2nd Grade Sensational Readers **always recognize snap words and use them to read more smoothly.**

→ **Add to the unit anchor chart:**

| 2nd Grade Sensational Readers...                                      |
|---|
| <ul style="list-style-type: none"><li>★ Pick good fit books</li></ul> |

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- ★ Use their whole time to read
- ★ Keep their eyes and mind in the book
- ★ Pay attention and think during read aloud
- ★ Use SLANT to talk and listen about reading
- ★ Recognize snap words and swoop them together

### Active Engagement:

Show another page in the story. Partners turn and talk to discuss snap words they notice. Remind students that some snap words everyone will know but there will be different words that some people know because we are all different people. Students turn back to the teacher to highlight snap words. Use echo reading to practice swooping, having students point out words that are swooped.

### Independent Practice:

Provide partners with a text a little above their instructional level to reflect the diverse needs of your room.

#### Text options:

[\*I'd Like to Be\* \(F&P level E\)](#)

[\*Firefighters\* \(F&P level F\)](#)

[\*I'd Like to Be\* \(F&P level H\)](#)

[\*Firefighters\* \(F&P level J\)](#)

[\*I'd Like to Be\* \(F&P level J\)](#)

[\*Firefighters\* \(F&P level L\)](#)

Partners point to and read any words they know in a snap; you might have them highlight those words if using a paper copy text.

- Partner 1 practices pointing out words she/he knows in one sentence and then reads
- Partner 2 offers feedback about which words were swooped
- Partner 1 rereads to swoop together more words
- Partner 2 then points out words he/she knows in the next sentence and follows same steps

Ask students to then look at a bigger chunk of the text to quickly scan their eyes for snap words, and then read the larger chunk.

### Part I Exit Ticket:

Write down 3 snap words you know on an index card.

### Part II: Independent Reading Time

Students continue to practice expected behaviors for IRT; allow for any mini-lessons to recognize strengths or needs of the group. Teachers continue to meet with students for running records and assess high frequency words or reinforce snap words or swooping.

### Day 2-4: Word Solving Skills

**Teacher Note:** Days 2-4 serve a dual purpose:

1. time to teach a holistic approach to solving unknown words: STOP, Juggle 3 Balls, Reread [\*TP4 Solving Unknown Words Poster\*](#)
2. time to evaluate and build upon the strategies students use when encountering an unknown word



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The teacher will be a facilitator, supporting students in following the steps to problem solving unknown words (STOP, Juggle 3 Balls, Reread); it is essential to establish a common language in order to talk about what readers do to be successful. The teacher continues to evaluate students during IRT, assessing phonetic knowledge; this will support next steps in helping students grow their word solving strategies in small group work.

Each day follows a similar format:

1. The discourse of the lesson should begin with students giving their ideas for the unknown/covered word. This is based on “What makes sense?” and reinforces readers always think about meaning. Generate this list. Ask students to defend why they believed their shared word is the unknown/covered word. Prompt students to connect with others’ ideas (same or different) from theirs.
2. Strategically reveal part or all of the unknown covered word to reveal chunks; this helps assess what students know/don’t know, but also reinforces that readers look for chunks of sound as a holistic strategy. Encourage students to reflect and/or revise their word choice based on what they heard from others, and what they now see and hear and makes sense. Use prompts such as:
  - Who thought about it like \_\_\_\_\_?
  - What strategy did you use?
  - Who has revised their thinking from their first idea about what the unknown/covered word was? Why?

When revealing an unknown word or parts of the word, focus on “What does this word look and sound like?” Students give thumbs up and confirm the unknown/covered word confirming with the “Juggling 3 Ball” approach.

3. Model with choral or echo reading the *must do* step of Rereading (the sentence or the page) and the WHY behind this move that sensational readers do: to read more fluently so that the meaning is maintained.

### Day 2 Inquiry:

**Say:** Yesterday we used words we know in a snap to help us read texts fluently and smoothly. However, you are always going to see words you don’t know right away. Sometimes readers skip an unknown word, or sometimes even just give up on the book. But today I want to teach you that authors choose their words carefully. They want you to read every word. So our job as 2nd Grade Sensational Readers is to read every word - even the unknown words. The way we do this is to remember all of our strategies for tackling unknown words! Let’s look at this sentence:

The dog was **sleeping** on the porch.

- Cover up a word in the sentence
- Read aloud the sentence, skipping over the covered up word
- Partners discuss what word might go there
- Make a list of all of the words that could work there
- Next, add the word “lazy” to the sentence

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The lazy dog was **sleeping** on the porch.

- Emphasize that “lazy” helps you know the word can’t be jumping or running
- Have at least 2 choices that will work (napping, sleeping, sitting, laying)

Readers know that sentences need to make sense; that is something you always do as a sensational reader. You don’t zoom by unknown words or say words that don’t make sense and keep going. You always ask yourself, “Does that make sense?”

→Add to the unit anchor chart:

| 2nd Grade Sensational Readers...                   |  |
|--|--|
| ★ Pick good fit books                              |  |
| ★ Use their whole time to read                     |  |
| ★ Keep their eyes and mind in the book             |  |
| ★ Pay attention and think during read aloud        |  |
| ★ Talk and listen about reading                    |  |
| ★ Recognize snap words and swoop them together     |  |
| ★ Are unknown word problem solvers by thinking.... |  |
| ○ Does this make sense?                            |  |
| ○ Does it sound right?                             |  |
| ○ Does it look right?                              |  |



Readers, let’s take a look at the uncovered word and talk about how you would problem solve the word.

The lazy dog was sleeping on the porch.

- Partners turn and talk and remind each other what strategies they know for solving unknown words
- Listen in to see what strategies students have

Readers don’t only do one thing when we get to a word we don’t know. We know the unknown word has to make sense, but it needs to look and sound right.

What makes sense? What do you see (reveal the “sl” and then the “ing”) Which word do we think it is? Give a thumbs up to show me you have a word in mind that would go in this blank. Check; does it sound right, look right, and make sense?

If you were to see the whole word, what chunks do see in this word? (Students might share they saw the “sl”, “ee” or the root word “sleep” and the ending “ing”).

### Active Engagement:

**Say:** Today I have a poem to share with you. However, some words will be unknown; unknown because I have covered them up so you can’t see them. Sensational readers have strategies to determine an unknown word.

→ Display the [TP4 Solving Unknown Words Poster](#) but cover up each part until you explain each step:

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1. First we need to STOP and not blow past a word that we don't know and keep going. If we do that we might not understand what we are reading. (Display the Stop Sign on the poster)
2. Second we will juggle 3 balls - meaning we have to think about 3 things... (Display the person thinking on the poster)
  1. what makes sense
  2. what looks right
  3. what sounds right(Note: the last two "balls" will be hard to use at first because the word is covered)
3. Lastly, once you have solved the unknown/covered word, you need to reread the sentence or perhaps the entire page. (Display the reverse arrow on the poster) Why? We want the story to make sense, and we want to make sure we comprehend the meaning.

So, at first you will be relying on what makes sense. Once I reveal the word or word part, you will then be able to think about what sounds right and what looks right. And then we will reread to make sure it makes sense and we don't lose the meaning of the story from our stopping to figure out an unknown word.

- Display the entire [TP4 Solving Unknown Words Poster](#)
- Display poem [TP4 I Tried to Ride a Skateboard](#) on the document camera but don't read the title so that students can use the unknown word problem solving strategy
- Spend 1 minute seeing what students notice about the poem, even if it is just the illustration
- Partners read the title and practice the steps of: Stop, Juggle 3 balls, Reread to maintain meaning
- Facilitate a discussion based on the strategy to problem solve "skateboard"
- Students then finish the stanza (show them where to finish reading to), underlining any unknown words; they use the 3 steps to solve the unknown words
- After a few minutes of work time, review the steps and have students share how they problem solved any unknown words, highlighting the steps on the poster

**Review:** Focus students on following these steps to support problem solving an unknown/covered word

- ❖ STOP - don't just blow past a word you don't know
- ❖ Juggle the 3 balls: What makes sense? What looks right? What sounds right? (order is readers' choice)
- ❖ Reread. This might be the sentence or the page. Focus on the WHY? Readers want to do this!

### Independent Practice:

Pass out a copy of the poem to each student. Partners finish reading the poem, underlining unknown words, and practicing the 3 steps. Teachers coach into groups to assess their understanding and use of strategies; use page 4 of the [RU1 Data Collection Sheets](#) when conferring with students to gather evidence of strategies and phonetic abilities to determine next steps for students and student groupings.

| Text   | Unknown Word/Strategy   | Notes   |
|--|---|---|
| I tried to ride a skateboard.<br>I fell and scraped my knee.<br>I tried to ride a bicycle.<br>I crashed into a tree. | unknown/covered word - skateboard<br><br>unknown/covered word - scraped | Skateboard <ul style="list-style-type: none"><li>• Context - it's in the title</li><li>• Chunking - compound word</li></ul> Scraped <ul style="list-style-type: none"><li>• Context - phrase known ---my knee</li><li>• Chunking - root word/ending</li></ul> |

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|  |  |  |
|--|--|--|
| <p>I tried to ride a scooter.<br/>I landed on my chin.<br/>I tried to ride a unicycle;<br/>I lost a bit of skin.</p> <p>I even tried a tricycle<br/>but landed on a wall.<br/>I'm happy in this wheelchair now.<br/>I never fall at all.</p> | <p>unknown/covered word - bicycle</p> <p>unknown/covered word - scooter</p> <p>unknown/covered word - chin</p> <p>unknown/covered word - unicycle</p> <p>unknown/covered word -tricycle</p> <p>unknown/covered word - wheelchair</p> | <ul style="list-style-type: none"> <li>• Chunking - beginning sound, looking through the word in parts</li> </ul> <p>Bicycle-reveal the bi</p> <ul style="list-style-type: none"> <li>• Chunking - seeing the two parts bi and cycle</li> </ul> <p>Scooter</p> <ul style="list-style-type: none"> <li>• Chunking - vowel teams, endings</li> </ul> <p>Chin</p> <ul style="list-style-type: none"> <li>• Looking and sounds right</li> <li>• Chunking</li> </ul> <p>Unicycle</p> <ul style="list-style-type: none"> <li>• Springboard off of the the chunking done in bicycle</li> <li>• Chunk into parts you see and know</li> </ul> <p>Tricycle</p> <ul style="list-style-type: none"> <li>• Springboard off of the the chunking done in bicycle and unicycle</li> <li>• Chunk into parts you see and know</li> </ul> <p>Wheelchair</p> <ul style="list-style-type: none"> <li>• Review one of the two words</li> <li>• Chunking</li> </ul> |
|--|--|--|

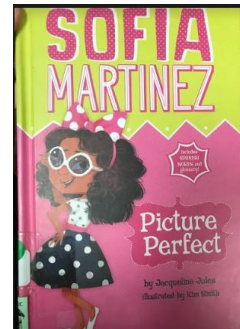
### Exit Ticket:

Students turn in their poems for teachers to notice which words were unknown.

### Day 3-4: Sofia Martinez Picture Perfect

→ **Note:** Continue using the same teaching strategy to reinforce the holistic 3-step strategy in your minilesson; students continue to share their problem solving strategies. Remember to revisit how we also use snap words and swoop them together.

**Say:** Today we will be reading a book called *Sofia Martinez Picture Perfect*. I would like to practice reading some words with you before we get started. Some of the characters speak English and Spanish, so we might want to practice how to pronounce some of these Spanish words.



- Display Spanish usage in chapter 1: **Perfecto, Mira, Mamá**
  - Support pronunciation using chunking
  - Show students the glossary to quickly introduce the text feature and provide the meaning (students will learn about this feature in depth in the next unit)

2nd Grade Sensational Readers, are you ready to learn about Sofia Martinez? Watch and notice what I do as a reader when I pick up a book.

- Preview the story using the title and the cover, think out loud about the title (Note: students learn this skill in RU2 so the purpose is to introduce the habit, not have students become experts in previewing)

### Model/Active Engagement:

- Display under the document camera the first page of chapter one, showing the unknown/covered words: **stared, piano, knew, freckles**



## Grade 2 Reading Unit 1: Creating a Reading Life

- Model the 3-steps to support problem solving the unknown word/covered word with the 1st word; partners continue with the next words, using *Think-Pair-Share*
- Facilitate the discussion to assess student understanding and use of strategies
- Repeat with page two: **youngest, Luisa, Elena, annoyed**

### Independent Practice:

Students continue with the rest of the chapter, using small post-it flags to show words that are unknown. Teachers coach into partnerships to assess their use of the 3-steps and to gather evidence of phonetic abilities to determine next steps for students and student grouping.

**\*\*Remind students when they are solving unknown words to go back and reread so that it sounds smooth and they comprehend the whole sentence or page\*\***

### Debrief:

Students share the words they have flagged and the strategies they used for solving unknown words.

### Exit Ticket:

Partners discuss what they did to self-correct as they read; partners listen to see what they can learn from others.

### Day 4:

**Say:** Today we will continue reading *Sofia Martinez: Picture Perfect*, chapter 2. First let me tell you about some words you will need to practice before reading today...

- Display Spanish usage in chapter 2 (in pink in the book): **Papá, abuela, Niña, hermosa, Tío, Qué pasa, por qué, exactamente**
  - Support pronunciation using chunking
  - Show students the glossary to quickly introduce the text feature and provide the meaning (students will learn more about this feature in depth in the next unit)

### Active Engagement:

- Display the Solving Unknown Words poster and review the steps
- Display p. 10 (first page of chapter 2) with unknown/covered words: **dinner, cousins, crazy, birthday**
- Follow the discourse used in Day 3
- Students use steps Stop, Juggle 3 balls, Reread to figure out unknown words

### Independent Practice:

Partnerships work together to read the rest of chapter 2 and work together to solve any unknown words, using small post-it flags to show unknown words. Teachers coach into partnerships to assess their use of the 3-steps and to gather evidence of phonetic abilities to determine next steps for students and student grouping.

### Debrief:

Students share the words they have flagged and the strategies they used for solving.

#### CHAPTER 2

#### The Crazy Bow

That night all the family came for dinner. Sofia loved seeing her cousins, especially baby Mariela.

Mariela wore a big bow in her hair. Everyone kept talking about that crazy bow.

"She looks like a birthday present!" Papá laughed.

## Grade 2 Reading Unit 1: Creating a Reading Life

### Exit Ticket:

Students write 3 unknown words on an index card (or sticky note left on their book) and the page number where they read to; teachers use this information to further inform small group instruction.

Let students know if they would like to finish this book during future IRT, they can put it in their book baggies/basket; students who don't want to continue reading this book can share with someone who does.

### Summative Assessment (2 days)

Students have time to put all of their skills together and enjoy reading their books. Provide an opportunity for partners to discuss their reading. Teachers use the information from the Data Collection Sheets to confer with any students who weren't meeting expectations during any teaching points to assess their progress. Teachers use the [Gr2RU1 Summative Assessment Checklist](#) to record information; this document is then used to look for trends to inform further small group work.

## Grade 2 Reading Unit 2A: How do I approach fiction text?

### Unit Summary

#### Reading Unit 2A: How do I approach fiction text?

23 days

#### Description:

In this unit, students develop a habit of mind for how to approach fiction texts that will teach them to be more effective readers of fiction. Students learn that every fiction story has 3 predictable parts to always think about: characters (who they meet in a story), setting (places they travel to in a story), and conflict (struggles that characters deal with). This foundation sets the stage for all teaching points, as readers learn to always keep the character, setting, and conflict in mind throughout a story and use what they are learning about all 3 parts as a basis for their own understanding and their partnership conversations. Students learn to get set to read fiction by taking a “sneak peek” (also known as previewing) before reading. They are taught to notice clues about the characters, setting, and conflict while previewing the title, front cover, back cover, back cover blurb, and table of contents. Then students learn that as they start to read, it is important to confirm or revise any of their predictions from the preview, and keep track of new information in the story. In addition to their fluency work in RU1 (noticing snap words, swooping them together, word problem solving strategies), students learn more ways to read fluently, such as previewing for punctuation, matching their voice to the mood, reading fluently with the voice in their head, and rereading often to sound more fluent. Students are taught to use text features to help support their understanding, and to retell a story. They will analyze illustrations of a text and find where details in an illustration correspond to parts of the story. Students will also use the details in the illustrations as an aid to retell a story. Lastly, students learn the importance of reading slowly and thoughtfully. They will be taught to stop and think while reading to retell what has happened every page or two, and also how to use a sticky note to mark a “stop and chat” part for conversations with a teacher or reading partner, allowing for increased comprehension and more powerful discussions about text.

This unit incorporates the protocols taught in RU1, *Back-to-Back/Face-to-Face* and *Think-Pair-Share*, as well as a new engagement protocol called *Stand Up/Sit Down*.

#### Teacher Notes:

1. Set new “reading unit partners” prior to the start of this unit - see note from Lucy Calkins blog article on setting up partnerships on pg 19-20 of RU1
2. Take time to ensure all students have at least 2 fiction books in their independent reading baggie/basket at all times, and showcase the fiction section of your classroom library for choosing good fit books for independent reading (IRT) during this unit
3. [Learning to Read to Read to Learn: Myth or Reality?](#) is a professional development article to support the concepts in this unit



## Grade 2 Reading Unit 2A: How do I approach fiction text?

### Unit Anchor Chart:

#### 2nd Grade Sensational Readers always....

- ★ Think about:
  - Who you are meeting
  - Where you travel to
  - What conflicts you are learning about
- ★ Take a sneak peek:
  - Think: What am I learning about the characters and the problem in this story?
  - Read the title
  - Study the cover
  - Study the back cover
  - Read the back cover blurb
  - Read the table of contents
  - Confirm/revise your predictions and think about what is new on that page
- ★ Read fluently by:
  - Reading snap words and swooping them together
  - Using word problem solving skills for unknown words
    - Does it make sense? Look right? Sound right?
  - Previewing for punctuation
  - Making my voice match the mood
  - Show meaning in my voice in my head
- ★ Match details in the illustrations to the text
- ★ Retell a story by noticing details in the illustrations and describing what happens next in the story
- ★ Stop and think every page or so and retell
- ★ Use a sticky note to mark a “stop and chat” part

| Big Ideas/Essential Understandings   | Essential Questions   |
|--|---|
| Developing habits that you use every time you approach fiction text to help you become a more effective reader | What reading habits help me understand fiction texts more deeply? |



## Grade 2 Reading Unit 2A: How do I approach fiction text?

### Standards

RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF2.4 Read with sufficient accuracy and fluency to support comprehension.

RF2.4A Read grade-level text with purpose and understanding.

RF2.4B Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF2.4C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SL2.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

### Next Gen Life Long Practices:

think, write, speak, and listen to understand • read often and widely from a range of global and diverse texts • read for multiple purposes, including for learning and for pleasure • self-select texts based on interest • persevere through challenging, complex texts • enrich personal language, background knowledge, and vocabulary through reading and communicating with others • monitor comprehension and apply reading strategies flexibly • make connections (to self, other texts, ideas, cultures, eras, etc.)

| Content/Knowledge   | Skills/Reasoning  |
|---|---|
| <ul style="list-style-type: none"> <li>Identify purposes of reading fiction text</li> <li>Recognize the “3 predictable parts” of fiction</li> <li>Identify features of text</li> <li>Recognize how features of text help them get ready to read and add to understanding</li> <li>Recognize snap words</li> <li>Recognize unknown words</li> <li>Recognize the mood of a story</li> <li>Monitor for meaning</li> <li>Identify important parts of a story to chat about</li> </ul> | <ul style="list-style-type: none"> <li>Use punctuation to inform reading</li> <li>Read fluently</li> <li>Use word solving strategies</li> <li>Analyze characters and setting and conflict in order to understand a story better</li> <li>Match text features to supporting text</li> <li>Evaluate the impact on reading when noticing features</li> <li>Monitor understanding by stopping and thinking</li> <li>Compare/contrast the change in their reading comprehension when they preview</li> <li>Write notes about a story to share</li> </ul> |

## Grade 2 Reading Unit 2A: How do I approach fiction text?

| Vocabulary        |   |
|-------------------|---|
| approach          | move towards; begin to deal with  |
| fiction           | a story that has been made up with made up characters, invented imaginative narrative that tells a story  |
| character         | made-up person in a story; protagonist, antagonist, supporting characters   |
| setting           | where and when the story takes place; with cultural and time period components; physical description; socio-economic conditions particular to the story |
| conflict          | struggles or differences between opposing forces, in a fiction text the central problem within the plot that is resolved near the end of the story      |
| preview           | opportunity to view before you acquire it, a viewing of something before you know it (read it)  |
| text feature      | all the components of a story or article that are not the main body of text   |
| fluency           | the ability to read a text accurately, with expression, not too fast or too slow  |
| snap words        | words you know right away, are effortless to read   |
| punctuation       | the use of marks to clarify meaning of written text into sentences, clauses, phrases  |
| predict           | say what you think is going to happen; tell in advance  |
| table of contents | a list of chapters or articles in a text, with starting page numbers  |
| blurb             | a short piece of writing that describes or summarizes something longer  |
| confirm           | strengthen or support with new evidence or facts  |
| revise            | make changes to or improve  |
| mood              | a state of feeling (could be permanent or temporary)  |

### Pre-assessment

Students use [Gr2RU2A Pre-assessment](#) to make a list of as many things as they can about what they do, or think about, when they read stories.

(Note: this assessment can also be given orally with teachers/aides jotting down what students say)

### Formative Assessments

[Data Collection Sheets](#)

student post-its/sticky notes

exit tickets

## Grade 2 Reading Unit 2A: How do I approach fiction text?

### Summative Assessment

Students revisit the same question as the pre-assessment, using [Gr2RU2A Summative Assessment](#) to measure growth; teachers use the [Gr2RU2A Assessment Checklist](#) to assess student knowledge and ascertain small group instructional needs.

### Resources/Texts/Materials

#### Teaching Point 1: Stories have 3 predictable parts

##### Day 1-2: Stories have predictable parts

Several read-alouds from the year  
3 pieces of chart paper (for Characters / Places / Conflict)  
Unit anchor chart: 2nd Grade Sensational Readers always...  
whiteboards/markers/erasers  
Student independent book baggies/baskets  
Sticky notes  
page 1 of [Gr2RU2A Data Collection Sheets](#)

#### Teaching Point 2: Previewing helps you get set to read

##### Each day:

Unit anchor chart: 2nd Grade Sensational Readers always...  
page 2 of [Gr2RU2A Data Collection Sheets](#)

##### Day 1-3: Using the front/back covers and table of contents

[Carlos & Carmen: The Sparkly Night](#) by Kirsten McDonald (12 copies per teacher, provided Fall 2019)  
Bins of chapter books for each group of students  
[TP2 Sneak Peek Bookmarks](#)

##### Day 4-5: Using our sneak peek predictions to confirm/revise our thinking while we read

[Carlos & Carmen: The Sparkly Night](#)  
Book bins used during Days 1-3

#### Teaching Point 3: Reading with fluency to help me understand

##### Each day:

Unit anchor chart: 2nd Grade Sensational Readers always...  
page 3 of the [Gr2RU2A Data Collection Sheets](#)

##### Day 1-2: Previewing for punctuation (fluency)

RU1 anchor chart (to remind students about fluency strategies)  
Book to read aloud from to model poor fluency  
[Carlos & Carmen: The Sparkly Night](#)  
Partnership books (day 1)  
Individual book baggies/baskets (day 2)  
Small post-it flags

##### Day 3-4: Using your voice to show meaning

[TP3 "NO" Passage](#) (display on document camera for active engagement)  
[Katie Woo: The Big Lie](#) by Fran Manushkin (12 books per teacher received fall, 2019)

##### Day 5-6: Rereading to read more fluently in your head

[Owl Moon](#) (or other favorite read-aloud book that students know well)  
Book bins (day 5)

## Grade 2 Reading Unit 2A: How do I approach fiction text?

Individual book baggies/baskets (day 6)  
Sticky notes  
Optional: [TP3 Rereading Song Lucy Calkins](#)

### Teaching Point 4: Using text features to help me understand and retell

#### Each day:

Unit anchor chart: 2nd Grade Sensational Readers always...  
page 4 of [Gr2RU2A Data Collection Sheets](#)

#### Days 1-2: Whole Class Text

[Jewel on a Journey](#) from *Click Magazine* (July/August 2004) -1 color copy per partnership

#### Day 3: Independent Practice/Small Group Work

Independent book baggies/basket  
Sticky notes or small post-it flags

#### Day 4-5: Using Text Features to Help Me Retell

[Jewel on a Journey](#) from *Click Magazine* (July/August 2004) -1 color copy per partnership  
[Carlos and Carmen: The Sparkly Night](#)

### Teaching Point 5: Readers stop and think

#### Each day:

Unit anchor chart: 2nd Grade Sensational Readers always...  
page 5 of the [Gr2RU2A Data Collection Sheets](#)

#### Day 1: Retelling every page or so

[Carmen and Carlos: The Sparkly Night](#)

#### Day 2-3: Marking with a sticky note

Independent book baggies/boxes  
[Different leveled texts - 3 choices at 3 different levels](#) (see level/title options in lesson)  
Sticky notes  
Day 3 [Exit Ticket](#) - 1 ½ sheet per student

## Summary of Teaching Points

### Pre-assessment

Students use [Gr2RU2A Pre-assessment](#) to make a list of as many things as they can about what they do, or think about, when they read stories.

(Note: this assessment can also be given orally with teachers/aides jotting down what students say)

|  | Teaching Point Name   | Time Frame    |
|--|---|---------------|
| <b>TP1</b><br>page 8                         | <b>Stories have 3 predictable parts</b>                     | <b>2 days</b> |
| <b>TP2</b><br>page 11                        | <b>Previewing helps you get set to read</b>                 | <b>5 days</b> |
| <b>TP3</b><br>page 18                        | <b>Reading with fluency to help me understand</b>           | <b>6 days</b> |
| <b>TP4</b><br>page 29                        | <b>Using text features to help me understand and retell</b> | <b>5 days</b> |
| <b>TP5</b><br>page 35                        | <b>Readers stop and think</b>                               | <b>3 days</b> |
| <b>Putting it all together / Celebration</b> |   | <b>1 day</b>  |

### Summative Assessment

Students revisit the same question as the pre-assessment, using [Gr2RU2A Summative Assessment](#) to measure growth; teachers use the [Gr2RU2A Assessment Checklist](#) to assess student knowledge and ascertain small group instructional needs.

## Grade 2 Reading Unit 2A: How do I approach fiction text?

### Learning Plan

#### Pre-assessment

Students use [Gr2RU2A Pre-assessment](#) to make a list of as many things as they can about what they do, or think about, when they read stories.

(Note: this assessment can also be given orally with teachers/aides jotting down what students say)

#### Teaching Point 1: Stories have 3 predictable parts

Time Frame: 2 days

**Learning Target:** *I am learning to... by...*

In every story I read, I am learning to describe 3 predictable parts by thinking about:

- Who I meet
- Where I travel
- What conflicts I am learning about

#### Performance of Understanding (Formative Assessment)

*How will the students develop their understanding of the teaching point and show what they are learning?*

Students use previous read-alouds to think about who they meet, places they travel to, and conflicts they learn about. Responses are recorded on 3 pieces of chart paper. Students use white boards during Active Engagement. They use 3 post-its during independent practice to record each predictable part.

#### Success Criteria

*What does successful learning look like today? How will students know they are successful with their learning today?*

Students contribute to the class discussions. They use their white boards appropriately. They name a description of a character (not the specific name of the character), describe a place in the book, and identify a general conflict.

#### Texts and Materials

##### Day 1-2: Stories have predictable parts

Several read-alouds from the year

3 pieces of chart paper (for Characters / Places / Conflict)

Unit anchor chart: 2nd Grade Sensational Readers always...

whiteboards/markers/erasers

Student independent book baggies/baskets

Sticky notes

page 1 of [Gr2RU2A Data Collection Sheets](#)

#### Outline for Teaching Point 1: Stories have 3 predictable parts

##### Days 1-2: Stories have predictable parts

Hold up some of your favorite read-alouds from the year so far.

## Grade 2 Reading Unit 2A: How do I approach fiction text?

**Say:** We have read so many great stories so far this year, and in these stories we have met new people, traveled to places where characters live, and we have learned about conflicts that characters experience. A conflict is a struggle when something doesn't go the way you want it to, such as not being a good basketball player but wanting to be a good basketball player (the conflict is I don't have the skills and the problem could be that I am not good enough to make the team).

→ Create 3 big chart papers and label them as seen below:

- Use a few of the read-alouds to start charting people we meet, places we have traveled to, and conflicts we have read about.

| People<br>(characters) we<br>have met: | Places we have<br>traveled to in<br>stories (setting): | Conflicts we have<br>read about:                        |
|--|--|---|
| A boy who is 7 years<br>old            | City neighborhood                                      | Afraid of little things<br>and big things               |
| A little sister who is a<br>pain       | School that looks like<br>VPS                          | Afraid to go to school<br>because he looks<br>different |

This is something that 2nd Grade Sensational Readers know - in every story you read, you will meet people, travel to where they live, and learn about the struggles, or the conflict, they are having. When you approach fiction text this way, knowing what to expect, you will understand what you are reading much, much better!

→ **Start** the unit anchor chart:

| 2nd Grade Sensational Readers always...  |
|--|
| ★ Think about: <ul style="list-style-type: none"><li>○ Who you are meeting</li><li>○ Where you travel to</li><li>○ What conflicts you are learning about</li></ul> |

### Active Engagement:

Give students white boards; let them draw and practice using their marker for 30 seconds, and then ask for attention with marker caps closed tightly.

Use a recent read-aloud book they know, and ask the question: **Who do we meet in this book?** (as in what kind of person did we meet)

- Assess student responses to look for a general character (not just a specific character's name)  
ie. **Lizzie vs. a girl who just moved to a new school and wants to make friends**

## Grade 2 Reading Unit 2A: How do I approach fiction text?

- Use student responses with the class to help students better understand how to name types of characters, or people, they have met

Next with the same book example, ask students: **Where did we travel to?** This question helps set the foundation that readers enter the world of the character; settings impact characters and their decisions. Thoughtful readers consider the impact of the setting beyond “where does the story take place”

- Use student responses with the class to help students better understand how to name places they travel to in the book

Lastly, ask students: **What conflict did the characters struggle with in the story?**

- Assess student responses to look for a more general conflict; this will help students see that similar conflicts happen in different stories

Use another read-aloud example if it seems students need more scaffolded practice before heading off on their own for independent practice.

### **Independent Practice:**

Tell students they are now going to think about these 3 predictable parts that sensational readers ALWAYS pay attention to every time they read a fiction story. During IRT, students complete and display on their book cover 3 sticky notes to identify the 3 predictable parts of a story (character, place, conflict). The teacher will conference with students to collect data on the ability to name out these predictable parts. Use page 1 of [Gr2RU2A Data Collection Sheets](#) to collect any observational notes.

### **Exit Ticket:**

Using their unit partners, readers share their sticky notes that tell the people they meet, the places they traveled to, and the conflict that a character faced. At the conclusion of the lesson, students place their sticky notes on each one of the 3 charts created.

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### **Day 2: Independent Practice/Small Group work**

Use your mini-lesson time to revisit any teaching needed from Day 1; use the student sticky notes to identify which of the 3 story parts are easy for students to identify and which ones need more guided practice. Continue modeling with class read-alouds, as needed.

Students continue to identify people they meet, places they travel to in stories, and the conflict in a book during their IRT. Teachers confer/meet with small groups to continue to assess students, offer feedback, and gather information for further small group work needed, using page 1 of the [Gr2RU2A Data Collection Sheets](#) to record observational notes.



## Grade 2 Reading Unit 2A: How do I approach fiction text?

### Teaching Point 2: Previewing helps you get set to read

Time Frame: 5 days

**Learning Target:** *I am learning to... by...*

I am learning to get set to read by taking a sneak peek at my book. To do this, I...

- Think: What am I learning about the characters and the problem in this story?
  - Read the title
  - Study the cover
  - Study the back cover
  - Read the back cover blurb
  - Read the table of contents

I am learning to understand stories better and remember what I am reading by confirming or revising my predictions, and by thinking about what is new.

#### **Performance of Understanding (Formative Assessment)**

*How will the students develop their understanding of the teaching point and show what they are learning?*

Students are introduced to each previewing step with a model text; students practice on that model text. Partners then apply what they have learned, selecting books from bins created by the teacher, and discussing with their partner. Students use the *Stand Up/Sit Down* protocol to review the steps on the anchor chart.

#### **Success Criteria**

*What does successful learning look like today? How will students know they are successful with their learning today?*

Students have calm bodies and eyes on text during the mini-lesson. They use each step on the anchor chart during previewing. They use their whole time to read and discuss their thinking with their partner. They follow directions and respond appropriately during the *Stand Up/Sit Down* protocol.

#### **Texts and Materials**

##### **Each day:**

Unit anchor chart: 2nd Grade Sensational Readers always...  
page 2 of [Gr2RU2A Data Collection Sheets](#)

##### **Day 1-3: Using the front/back covers and table of contents**

*Carlos & Carmen: The Sparkly Night* by Kirsten McDonald (12 copies per teacher, provided Fall 2019)  
Bins of chapter books for each group of students  
[TP2 Sneak Peek Bookmarks](#)

##### **Day 4-5: Using our sneak peek predictions to confirm/revise our thinking while we read**

*Carlos & Carmen: The Sparkly Night*  
Book bins used during Days 1-3

#### **Outline for Teaching Point 2: Previewing helps you get set to read**

**Teacher Note:** Expect this Day 1 mini-lesson to take longer (approximately 15-20) as this is the bulk of the teaching for the 3 days; however, ensure you leave time for students to try this out in

## Grade 2 Reading Unit 2A: How do I approach fiction text?

their own texts, as well as time to teach them a new protocol called *Stand Up/Sit Down*; they will use this protocol to review the previewing steps you are teaching today.

### Day 1-3: Using the front/back covers and table of contents

**Say:** You've been doing a lot of great work thinking about 3 predictable parts in every fiction story (characters, setting, conflict). Today I'm going to let you in on a secret that 3rd graders know... I think you are ready for this little reading tip! Third graders know that when you take a look at a book before you read it, you are halfway to understanding what you will read about! In 2nd grade, we are going to call this skill taking a **sneak peek**, meaning we are going to take a little peek at the text before we read; this will help us to learn about the characters and what is going on in the story before we even read it.

- Hold up *Carlos & Carmen: The Sparkly Night*
- Can display under the document camera for all students to see

#### Model:

Let's really study the cover; what do we notice?

- Point to the yellow box and then the purple box with the title
- Consider covering up the rest of the cover so students focus on the title

I know the first thing I always do is read the title. The title is a carefully chosen part of any book. After all, the author has just a few words to tell readers what's most important in the book and what they want to call it. Just from the title, I know that Carlos and Carmen must be the main characters. Then I see "The Sparkly Night" ... let me think about what that means. I know stars sparkle at night, so maybe they are going to be star gazing.



Next, let's notice the details in the picture and see if we get more information about what we are going to read! I see the two kids are laying down in the grass on a blanket, looking up, probably at the sky. Carmen (I am thinking this is Carmen since she is on the front cover!) is pointing upwards. Their eyes are open really wide, and their mouths are open. This makes me think they are excited. Putting this together with the title, maybe they are so excited about seeing something sparkly in the sky. Maybe a shooting star? I also see pink lines; maybe that is a reflection from something sparkly up high in the sky. I don't know if stars make that much sparkle!

- **Note:** Students tend to jump to inferences, such as "they are excited" instead of what they notice that leads them to make the inference; using the prompts "I see.." or "I notice..." followed by "that makes me think...." helps students notice text evidence and then infer. This also helps give students more precise language and we can understand how they are deriving their inferences if we know what exact details are driving their thinking.

Readers, do you see how reading the title and examining the picture on the front cover already helps us see how the story might go? So far we know that Carmen and Carlos are children, they are outside somewhere where there is enough grass to lie down and watch the sky. And there is something sparkly in the sky - we know that will be a big part of the story since that is the title (use the anchor chart to show what you know so far about the story arc).

→ **Add** to the unit anchor chart:

## Grade 2 Reading Unit 2A: How do I approach fiction text?

### 2nd Grade Sensational Readers always....

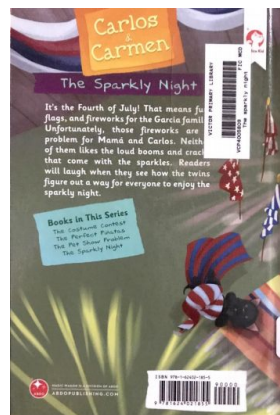
- ★ Think about:
  - Who you are meeting
  - Where you travel to
  - What conflicts you are learning about
- ★ Take a sneak peek:
  - Think: What am I learning about the characters and the problem in this story?
  - Read the title
  - Study the cover

### Active Engagement:

I'm not sure I know what the problem is yet. So we can do more detective work before we start reading. Does anyone think they know what else can help us? (have students think in their heads and continue). Some of you may have thought, "We can read the back cover and see if we can find out any more information!" Let's do that now, starting with "reading" the illustrations. What details do we notice?

- Partners *Think-Pair-Share*; students may now see the 4th of July connection
- Read the back cover aloud
- Ask partners to turn and talk about anything else they find out

Wow, readers, we certainly found out so much more about the problem in the story! It's not stars they are looking at, like I first thought, it is the 4th of July! Of course that makes sense now - fireworks are very sparkly! We also found out that Mama and Carlos **don't** like the loud noises that come with fireworks. We also found out another character in the book - their mama - and that Carlos and Carmen are twins! That makes me think they probably have a special relationship. We also found out that the twins come up with some ways to help everyone enjoy the fireworks, so we know who will resolve this problem. AND we even know we will probably laugh at parts of this story!



→ **Add** to the anchor chart:

### 2nd Grade Sensational Readers always....

- ★ Think about:
  - Who you are meeting
  - Where you travel to
  - What conflicts you are learning about
- ★ Take a sneak peek:
  - Think: What am I learning about the characters and the problem in this story?
  - Read the title
  - Study the cover
  - Study the back cover
  - Read the back cover blurb

## Grade 2 Reading Unit 2A: How do I approach fiction text?

### Model/Active Engagement:

Another thing that 3rd graders do is... read the table of contents BEFORE they read the story! They do this because it tells them more about how the book goes, and helps readers know what to expect. Let's take a peek:

- Display the table of contents under the document camera
- Read aloud the chapter 1 title *Fun with Flags*
- Think aloud to predict this chapter might be about introducing the setting - that it is the 4th of July and the kids are doing something with a flag - maybe decorating?
- Read aloud the chapter 2 title *A Noisy Problem*
- Ask partners to *Think-Pair-Share* about what that chapter might be about; recap what you hear students saying that matches the title
  - Reinforce we don't think we will be reading about something like cars making too much noise because of the title
- Read aloud the chapter 3 title *A Juicy Solution*
- Ask partners to discuss what that chapter might be about; recap what you hear students saying that matches the title and the back cover
- Read aloud the chapter 4 title *Smiles & Sparkles*
- Ask partners to talk about what that chapter might be about; recap what you hear students saying that matches the title and the back cover, and what they know about how stories go

### Debrief:

Readers, just by taking a sneak peek (reading the title, studying the front and back covers, *and* reading the table of contents), we have already gotten our brains ready to read this story!

→**Add** to the anchor chart:

| 2nd Grade Sensational Readers always....  |
|---|
| <ul style="list-style-type: none"><li>★ Think about:<ul style="list-style-type: none"><li>◦ Who you are meeting</li><li>◦ Where you travel to</li><li>◦ What conflicts you are learning about</li></ul></li><li>★ Take a sneak peek:<ul style="list-style-type: none"><li>◦ Think: What am I learning about the characters and the problem in this story?</li><li>◦ Read the title</li><li>◦ Study the cover</li><li>◦ Study the back cover</li><li>◦ Read the back cover blurb</li><li>◦ <b>Read the table of contents</b></li></ul></li></ul> |

### Independent Practice:

Students visit bins at their desks to select a book to practice previewing. Show students how they will use [TP2 Sneak Peek Bookmarks](#) to remind themselves of each sneak peek step. Partners meet to discuss what they are learning from each part of the book, using their book marks. Teachers circulate to coach into partnerships to assess students' use of the previewing steps, recording observations on page 2 of [Gr2RU2A Data Collection Sheets](#).

## Grade 2 Reading Unit 2A: How do I approach fiction text?

### Exit Ticket:

#### Introduce students to *Stand Up/Sit Down* protocol to review the sneak peek steps:

- Teachers pose a question, give wait time, and then motion with their hands to stand up
- Once students are standing, they chorally answer the question out loud on the count of 3
- Teachers check for understanding
  - If most/all students know the answer, continue to the next question
  - If not, have the students sit down and ask the question again
- When students are ready for the next question, teachers ask the next question, provide wait time, and then motion with their hands to sit down
- Once students are seated, they answer the question
  - Again, teachers check for understanding; if most/all students know the answer, continue to the next question; if not, have the students stand up again and ask the question again

**Teacher Note:** The purpose of this protocol is to utilize movement as a way to review material and engage students while you assess their understanding. This type of review during teaching is a critical element in increased learning. When you first ask students, expect many of them won't respond with the accurate answer on the first question; repeating the same question until most students answer correctly helps students internalize the protocol and the learning process you are teaching today.

- Ask students: What is the first thing you do when you get a book? (motion with your hands to stand; students stand up and then say: take a sneak peek)
  - Have students sit down and try again if all students don't say "take a sneak peek"
  - When all/most students have said "take a sneak peek", have them stay standing and provide the next question
- Ask students: What do we always think about with each step of a sneak peek? (motion with your hands to sit; students sit down and then say "think about what we are learning about the characters and the problem")
  - Have students stand up and try again if all students don't say "think about what we are learning about the characters and the problem"
  - When all/most students have said "think about what we are learning about the characters and the problem", have them stay seated and provide the next question
- Ask students: What is the first step of taking a sneak peek? (motion with your hands to stand up; students stand up and then say "read the title")
  - Have students sit down and try again if all students don't say "read the title"
  - When all/most students have said "read the title", have them stay standing and provide the next question
- Continue with standing up/sitting down to review the steps on the anchor chart

### Days 2-3: Independent Practice/Small Group Work:

Use your mini-lesson time to review/reteach anything you noticed from Day 1. Students continue this same work with their partners. Students read their books; if they finish, they preview another book and then begin to read. Teachers circulate to listen in to further assess students' abilities with this previewing skill and/or

## Grade 2 Reading Unit 2A: How do I approach fiction text?

meet with small groups to address needs identified in Day 1, using page 2 of [Gr2RU2A Data Collection Sheets](#) to record any observational notes.

### Exit Ticket:

Use the *Stand Up/Sit Down* protocol to review the steps in the entire anchor chart

### Day 4-5: Using our sneak peek thinking to confirm/revise our thinking while we read

**Say:** Sensational readers - you have done a thorough job taking a sneak peek and learning all you can about your books!

- If you have any, share student comments from Days 1-3 where students read about something that they had predicted from their preview

Today as you are reading, I want to make sure everyone knows that 2nd grade sensational readers think about everything they have learned from their sneak peek (about the characters, the problem, and what they predict is going on in the story) - **while** they are reading. Then their brains think, "Ooh...that's what I thought was going to happen!!" Or, "Ooh... that part surprised me...I didn't expect that to happen" Or, "Oh that's new information!" When you hold onto what you were thinking about *before* you read **while** you are reading, it helps you understand and remember the story better.

### Model:

Revisit the preview of *Carlos & Carmen: The Sparkly Night*; using the same text focuses student learning on today's learning rather than learning about a new text.

Read aloud pages 5-7 in chapter 1, quickly confirming/revising your thinking, or thinking about what is new. Note on page 7 the new information you gleaned about the Spanish language "Yo tambien" and "sandia."

### Active Engagement:

Read aloud page 8; ask partners to *Think-Pair-Share* about what is confirmed/revise/new. Share a few comments.

- **Note:** Students tend to always want to confirm that they "were right" with their predictions... but it is important for students to realize it is a crucial skill (and just as impressive) to also revise their thinking if their prediction was not right (ie. thinking Carlos & Carmen were star gazing, when they were really looking at fireworks).

Read aloud a few more pages to ensure students are thinking about what they knew/predicted in their preview and how it aligns to what they are reading.

→**Add** to the unit anchor chart:

| 2nd Grade Sensational Readers always....  |
|---|
| <ul style="list-style-type: none"><li>★ Think about:<ul style="list-style-type: none"><li>○ Who you are meeting</li><li>○ Where you travel to</li><li>○ What conflicts you are learning about</li></ul></li><li>★ Take a sneak peek:<ul style="list-style-type: none"><li>○ Think: What am I learning about the characters and the problem in this story?</li></ul></li></ul> |



## Grade 2 Reading Unit 2A: How do I approach fiction text?

- Read the title
- Study the cover
- Study the back cover
- Read the back cover blurb
- Read the table of contents

★ Confirm/revise sneak peek predictions and think about what is new

### Independent Practice:

Partners select a new book to share from their book bins used during Days 1-3. They take a sneak peek and then begin reading. They stop during their reading to confirm/revise their thinking with their partners.

**Say:** Readers, you are ready to go off and do some very thoughtful reading. Partners, you will select a new book to read together. Remember to think about everything you will learn from your sneak peek before you begin reading. Make sure you are stopping to confirm or revise your sneak peek predictions as you are reading. Don't wait until the end of the book to do this important work!

Partners, take turns reading each page aloud; remember to help each other sound out any tricky words. After each page, pause to discuss what is confirmed, what thinking you need to revise, and what is new.

- Students revisit books in their bins to read; partners discuss/confirm their predictions based on their previewing
- Teachers circulate to listen in and assess students' abilities with this skill, using the data collection sheets to record any observational notes

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### Day 5: Independent Practice/Small Group Work

Use your mini-lesson time to highlight any skill you notice most students need work with. Students continue to practice sneak peek skills and then revising/confirming/thinking about what is new with a new book from their bin; students can work independently, in partnerships, or small groups.

- Teachers circulate to listen in and assess students' abilities with this skill, using the data collection sheets to record any observational notes

### Exit Ticket:

Use *Back-to-Back/Face-to-Face* protocol to have students answer 3 questions:

1. What is one thing that happened in your book that you expected? (What was confirmed?)
2. What is one thing that happened in your book that was different from your prediction? (Where did you revise your thinking?)
3. What was something that was completely unexpected - something that was new to you?

## Grade 2 Reading Unit 2A: How do I approach fiction text?

### Teaching Point 3: Reading with fluency to help me understand

Time Frame: 5 days

**Learning Target:** *I am learning to... by...*

I am learning to read more fluently by...

- ★ Reading snap words and swooping them together
- ★ Using word problem solving skills for unknown words
  - Does it make sense? Look right? Sound right?
- ★ Previewing for punctuation
- ★ Making my voice match the mood
- ★ Show meaning in the voice in my head

#### **Performance of Understanding (Formative Assessment)**

*How will the students develop their understanding of the teaching point and show what they are learning?*

Students preview for punctuation in the model text to give themselves a heads up about how their voices will be used to communicate meaning through punctuation. They apply this to their own books with partners. Students then use their voices to convey meaning in the text, thinking about the mood. Students use whole class texts to continue applying everything they know about reading fluently. Students use their hands as conch shells and press their ear flaps nearly closed to practice rereading fluently in their heads.

#### **Success Criteria**

*What does successful learning look like today? How will students know they are successful with their learning today?*

Students have calm bodies and pay attention during the mini-lesson. They notice all of the punctuation on a page before they read; they use their voices to communicate punctuation. They use their voices to convey the mood of the text in at least 1 place per page. Students reread a part several times in order to increase their fluency. They use their partner time effectively.

#### **Texts and Materials**

##### **Each day:**

Unit anchor chart: 2nd Grade Sensational Readers always...

page 3 of the [Gr2RU2A Data Collection Sheets](#)

##### **Day 1-2: Previewing for punctuation (fluency)**

RU1 anchor chart (to remind students about fluency strategies)

Book to read aloud from to model poor fluency

[Carlos & Carmen: The Sparkly Night](#)

Partnership books (day 1)

Individual book baggies/baskets (day 2)

Small post-it flags

##### **Day 3-4: Using your voice to show meaning**

[TP3 "NO" Passage](#) (display on document camera for active engagement)

[Katie Woo: The Big Lie](#) by Fran Manushkin (12 books per teacher received fall, 2019)

##### **Day 5-6: Rereading to read more fluently in your head**

[Owl Moon](#) (or other favorite read-aloud book that students know well)

Book bins (day 5)

Individual book baggies/baskets (day 6)



## Grade 2 Reading Unit 2A: How do I approach fiction text?

Sticky notes

Optional: [TP3 Rereading Song Lucy Calkins](#)

### Outline for Teaching Point 3: Reading with fluency to help me understand

#### Day 1-2: Previewing for punctuation (fluency)

**Say:** We have learned 2 new strategies we will use every time we read fiction texts to help us understand stories that we hear and read better (review the unit anchor chart so far).

Now that we know we will always think about how stories go, 3 predictable parts, and we know how to take a sneak peek to help us get ready to read, today we are going to add another strategy that you can do whenever you are reading that will help you understand the story even better. That strategy is to read **fluently**.

- Remind students of the strategies they already learned in unit 1 to read fluently:

- ★ Recognize snap words and swoop them together
- ★ Are unknown word problem solvers by thinking....
  - Does this make sense?
  - Does it sound right?
  - Does it look right?



Another strategy that really helps us read fluently is **to pay attention to all the punctuation that authors use**. In writing workshop, we know how important punctuation is to our writing; it tells our readers HOW to read our words. When we are reading, we have to make sure we are paying attention when the author wants us to pause ( , ) or stop ( . ) This tells us which words go together and how to say them. Punctuation marks are very powerful for understanding reading and they aren't to be ignored!

If I read like this (read several sentences from your read-aloud book without pausing for any punctuation; ensure you read it in a way that students can't retain what they heard), can we understand what we are reading?

- Give students enough time to show they are confused and can't describe what you read
- Next, reread the part, using punctuation and prosodic reading
- Give students about 30 seconds to share about what you read

We also have to understand when a character is surprised or excited or happy - we know an author uses ( ! ) to let us know that. We also have to pay attention to when an author uses ( ? ) because that will help us understand when a character is asking a question ( ? ) and we read questions differently than we read statements.

#### Model/Active Engagement:

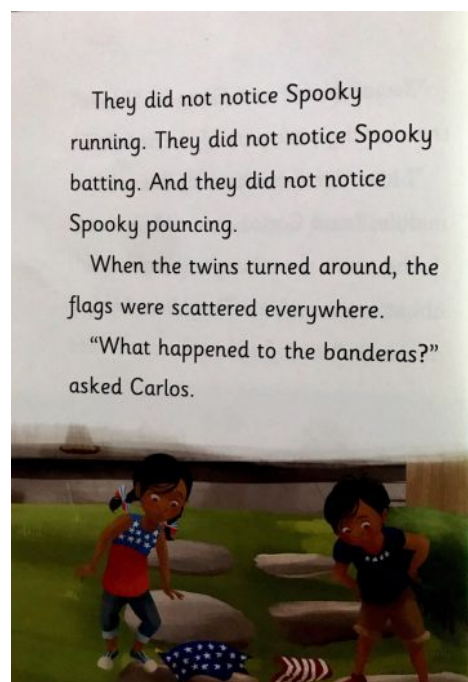
Display page 8 of *Carlos & Carmen: The Sparkly Night* under the document camera.

#### Point out the first paragraph:

- Ask students to notice where the author ends the first thought or sentence.

## Grade 2 Reading Unit 2A: How do I approach fiction text?

- Read the first sentence in halting 1-2 word phrases:  
*They did / not notice / Spooky / running.*
- Ask students if that made sense to them or sounded like a story.
- Reread as a complete sentence; debrief that because all the words are in one sentence, you don't want to hesitate between each word. Have students echo read.
- Have students point out the next thought or sentence; look for snap words.
- Read and reread smoothly. Have students echo read.
- Repeat with the last sentence.



### Point out the 2nd paragraph:

- Ask students to notice where the author ends the first thought or sentence.
- Remark it is a very long sentence, so the author gives us a clue which words go together and where we pause; students *Think-Pair-Share* to see if they notice the clue.
- Notice snap words, those that can be swooped together
- Practice reading and rereading that sentence, pausing for the comma, and reviewing word problem solving strategies for “scattered”

### Point out the 3rd paragraph:

- Ask students to notice where the author ends the first thought or sentence, noting that it has a question mark
- Reinforce this tells me how to read this sentence
- Use your voice to model how Carlos might ask the question, and then have students echo read.

### **Debrief:**

Readers, by previewing the page and seeing where the punctuation is, we can help ourselves read more fluently and understand the story better, because we understand which words go together and how the characters are feeling and thinking. Remember, we also look for snap words, words that we can swoop together, and we use our word problem solving skills when we come across unknown words.

→**Add** to the unit anchor chart:

| 2nd Grade Sensational Readers always....  |  |
|---|--|
| ★ Think about:  |  |
| ○ Who you are meeting   |  |
| ○ Where you travel to   |  |
| ○ What conflicts you are learning about   |  |
| ★ Take a sneak peek:  |  |
| ○ Think: What am I learning about the characters and the problem in this story? |  |
| ○ Read the title  |  |

## Grade 2 Reading Unit 2A: How do I approach fiction text?

- Study the cover
- Study the back cover
- Read the back cover blurb
- Read the table of contents
- ★ Confirm/revise predictions and think about what is new
- ★ Read fluently by:
  - Reading snap words and swooping them together
  - Using word problem solving skills for unknown words
    - Does it make sense? Look right? Sound right?
  - Previewing for punctuation

### Partner Practice:

Partnerships use books from bins to preview the page for punctuation to inform fluency.

- Students use small post-it flags to note punctuation
- Partners take turns reading aloud, coaching each other and rereading to improve fluency
- Teachers circulate to listen in and assess students' abilities with this skill, using the [Gr2RU2A Data Collection Sheets](#) to record any observational notes

**Teacher Note:** Look for these common issues with fluency in order to form small instructional groups:

1. Reading words just to get them out
2. Reading word by word or little sense of phrase boundaries
3. Reading in two or three word phrases
4. Frequent pauses
5. Stress and intonation don't match end of sentence punctuation
6. Reads with run-on sentences
7. Pauses mid-sentence for breath
8. Rereading phrases, sentences, or pages to maintain understanding
9. Mixing fast and slow pacing
10. Reading in a quiet voice

[Reference article for fluency](#)

### Exit Ticket:

Put two partnerships together to create a group of 4. Each student chooses one sentence with a small post-it flag and reads it aloud to their group. The other 3 group members identify the type of punctuation used (. ! ?) based on the way the sentence is read.

### Day 2: Independent Practice/Small Group Work

Use your mini-lesson time to revisit any teaching needed from Day 1. Students continue to practice paying attention to fluency through their noticing of punctuation using their independent books (from their own book baggies/baskets). Teachers confer/meet with small groups to continue to assess students, offer feedback, and gather information for further small group work needed, recording observational notes on page 3 of the [Gr2RU2A Data Collection Sheets](#).

## Grade 2 Reading Unit 2A: How do I approach fiction text?

### Day 3-4: Using your voice to show meaning

→ **Note:** This lesson is spread out over 2 days; stop where it makes sense for your students. Know that some students may not finish the book; any students who wish to keep reading this book after Day 4 can put it in their book baggie/basket.

#### Model:

- Say a sentence in a bored way; ask students how they think you are feeling and what made them think that (*Ughhh I can't wait for this movie to end.*)
- Say a sentence in an angry way; ask students how they think you are feeling and what made them think that (*I am sooo mad at Bentley because he chewed my new shoes.*)
- Say a sentence in an excited way; ask students how they think you are feeling and what made them think that (*I can't wait for the weekend, the party is going to be a blast!*)

**Say:** Just like you can tell from how loud or soft my voice is, or how fast or slow I am speaking, and the expressions on my face, you were able to tell how I was feeling. Sometimes we call feelings “moods.” If you are in an angry mood, what would that look like? (Ask students to model) ...in a bored mood? (Ask students to model) ...in a happy mood? (Ask students to model) ...in a worried mood? (Ask students to model)

Readers, did you know that stories have moods too? Stories aren't just about reading the words - they are about the actions of characters, the interactions between characters, the moods the characters are in. Your brain and your voice are the keys to showing the mood in the stories. Our job is to figure out what is going on in the story and we use our reading voices to show that meaning.

#### Active Engagement: *Adapted from Lucy Calkins RUOS Book 3, p.22*

Write the word “no” and ask students to say it; ask students to think about the tone of their voice when they said it, and the expression on their face.

Next, tell students you are going to reveal a passage ([TP3 “NO” Passage](#)) with the word “no” in it several times. Their job is to figure out how to say the word “no” as it is intended in the story. Read aloud, leaving space for the students to read the word “no” with the intended inflection. Periodically stop and debrief how the students know how to say the word “no” (indicated by punctuation, vocabulary words, story context).

*My dad got my brother and me tickets to a fancy circus. My brother wasn't that excited. He said, “I don't think I'm going to go.” My dad looked him in the eyes and said, “**No?** Really?”*

*My brother looked unsure. He seemed to consider going to the circus after all. Then he shook his head and said, “**No.**”*

*I wasn't sure he meant it. Checking, I asked, “**No?**”*

*He signaled that he was definite.*

*I repeated what I'd learned. It was final. **No.***

*My Dad nodded. He was fine about it. “Then **no** it is,” he said, smiling broadly. The dog approached, and tried to climb onto my Dad's lap. He pushed the dog down firmly, “**No,**” he said, and the dog left the room.*

## Grade 2 Reading Unit 2A: How do I approach fiction text?

### Debrief:

Ask students how they knew how to read the word “no.” (indicated by the punctuation, other words such as definite, final, what is going on in the story). Reiterate with students that fluent readers not only notice what is being said, but *how* the author is telling them to read it; they use their voices to show the mood in the story.

→**Add** to the unit anchor chart:

| 2nd Grade Sensational Readers always....  |  |
|---|--|
| ★ Think about:  |  |
| ○ Who you are meeting   |  |
| ○ Where you travel to   |  |
| ○ What conflicts you are learning about   |  |
| ★ Take a sneak peek:  |  |
| ○ Think: What am I learning about the characters and the problem in this story? |  |
| ○ Read the title  |  |
| ○ Study the cover   |  |
| ○ Study the back cover  |  |
| ○ Read the back cover blurb   |  |
| ○ Read the table of contents  |  |
| ○ Confirm/revise your predictions and think about what is new on that page      |  |
| ★ Read fluently by:   |  |
| ○ Reading snap words and swooping them together                                 |  |
| ○ Using word problem solving skills for unknown words                           |  |
| ■ Does it make sense? Look right? Sound right?                                  |  |
| ○ Previewing for punctuation  |  |
| ○ <b>Making my voice match the mood</b>   |  |

### Partner Practice:

**Teacher Note:** For this lesson, partners read the same text. This is an opportunity that will allow below grade level readers to grapple with grade level text, an experience necessary for them to make progress towards grade level standards; when students are held only to reading their instructional level, they don't have the opportunity to learn grade level text reading skills. This lesson targets fluency which means students will be rereading. The more they reread, the more access they have to the text. Because partners are homogeneously paired, they can support one another with similar issues and teachers can target partnerships with any needed scaffolds.

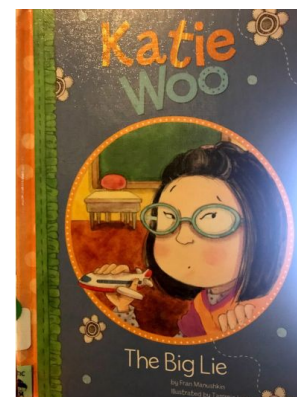
Readers, today we are going to practice this together with a book some of you might have read, or have read one of the books in the series.

- Display *Katie Woo: The Big Lie* by Fran Manushkin

First, remember that 2nd Grade Sensational Readers always do a sneak peek and think: What do I know so far about the 3 predictable parts: characters, the setting, and the problem? (partners *Think-Pair-Share* during their preview)

What do you think the mood of the story is, or how characters might be feeling based on the picture and the title? (partners *Think-Pair-Share*)

- Take a few answers to establish that this is probably going to be more





## Grade 2 Reading Unit 2A: How do I approach fiction text?

serious, someone might get in trouble for a lie, people might be mad that someone is lying

- Consider having students use their face to show their prediction of the mood of the story

Next, remember, we read the back blurb to find out even more about the story.

- Use the back blurb to practice fluency skills, paying attention to the punctuation and words
- Reinforce that we are learning more about Katie (she tries to be good, but it's hard); we learn more about the problem (she wants to keep the plane Jake brought to school).
- Remind readers that they can use their fluent voices to show what the back blurb is showing about the meaning of the story
- Partners can read and reread to practice showing meaning



Who remembers what we do next as sensational readers?

- Read the chapters in the table of contents to increase comprehension and connect to the mood of the story

Now we are ready to read!

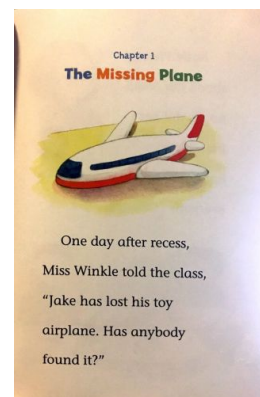
Display page 5 (1st pg):

Make sure students are using previously learned skills referenced in the anchor chart :

- highlight punctuation
- look for snap words
- read, using word problem solving skills for any tricky words

Students reread with more fluency, using their voices to show meaning

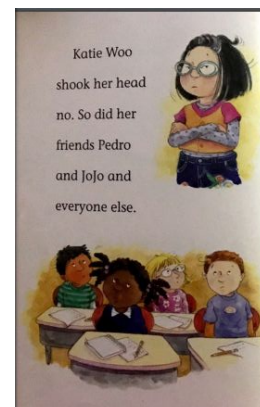
- Point to a place where students can show meaning with their voice
  - ie: *One day after recess*: you don't read that in a monotone voice, but in a more lilting storytelling voice
  - ie: *lost his toy airplane*



Quickly debrief how much more the story makes sense when they use their voices to make and show meaning.

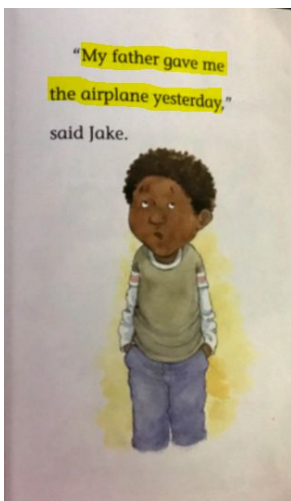
Display page 6:

- Partners practice reading this page, using everything they know to read fluently
- Ensure students reread to increase their fluency
- Bring the class back together to point out where they use their voices to make and show meaning
  - ie: *shook her head no*: How did students say the word no?
- Quickly debrief how much more the story makes sense when they use their voices to make and show meaning.



## Grade 2 Reading Unit 2A: How do I approach fiction text?

Have partners read each of the next pages, stopping to debrief where they used their voices to make meaning. (Highlighted parts below showcase examples of mood/tone for students to practice)



### Independent Practice/Partner Work:

Readers, you are ready to continue this work on your own with your partner. Remember to:

- Preview for punctuation
- Be on the lookout for words that tell you how to read this
- Reread to increase your fluency, showing meaning on each page

Students continue reading *Katie Woo: The Big Lie*, while teachers circulate to listen in and assess student needs/readiness with fluency; teachers record observational notes on page 3 of the [Gr2RU2A Data Collection Sheets](#).

### Exit Ticket:

Use *Back-to-Back/Face-to-Face* to have students review things they do and pay attention to make their reading more fluent and show meaning.

### Day 5-6: Rereading to read more fluently in your head

→ **Note:** This is a difficult strategy to assess, but if students aren't understanding what they are reading, check their fluency when reading aloud to identify potential breakdowns in meaning when they read silently.

*Adapted from Lucy Calkins RUOS Book 3, S1*

**Say:** We know that reading fluently helps you understand what you are reading better because you are showing the meaning of the story with your voice. Today I want to remind you that fluency isn't just for when you are reading out loud. 2nd Grade Sensational Readers listen to the voice in their head when they are reading to make sure it is fluent. One of the most helpful strategies is to reread so that you can adjust, or change, the voice inside your head to read more fluently.

Reading researchers have found that 2nd grade readers have a reading voice in their heads. Sometimes it is the voice of the story, or the voice of the teaching book, or the voice of the poem. Sometimes it is a joyful voice, or a surprised voice, or an angry voice. But it is no longer the voice of the beginning reader

## Grade 2 Reading Unit 2A: How do I approach fiction text?

who/is/trying/to/get/the words/right ( ← read like a beginning reader word-by-word). Instead, it is the voice of smooth, fluent reading. Reading with fluency is one of the most important skills for 2nd grade readers because reading fluently helps you understand what you're reading.

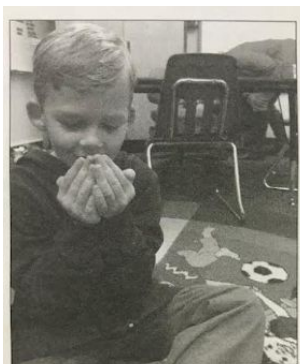


FIG. 1-1 Finn uses a pretend conch shell to practice his reading voice.

Lucy Calkins' RUOS Book 3, p. 3

Today I want to teach you a magical thing that reading scientists have found. They have discovered that rereading - especially rereading out loud- is the best way to change the voice inside a readers' head. And that voice is everything.

However, it's hard to practice and for your partner and me to give you feedback if you are just reading in your head because we can't hear you! So today we are going to read into our hands, like reading into a conch shell and hearing an echo (demonstrate how to hold your hands and read into them).

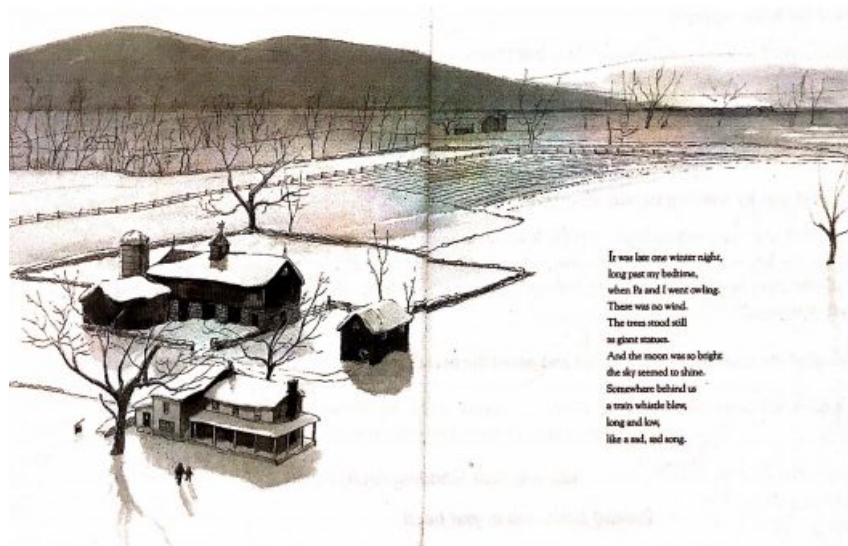


We want to match what the text is saying by seeing what is happening and experiencing what is happening.

### Model/Active Engagement:

- Display *Owl Moon* (or other familiar text)

**Say:** I am going to really listen to my voice as I read this story. Do the same - hold up your pretend shell with your hands to your mouth and listen to your own voice as you read. Let's read with our best reading voices.



It was late one winter night,  
long past my bedtime,  
when Pa and I went owling.  
There was no wind.  
The trees stood still  
as giant statues.  
And the moon was so bright  
the sky seemed to shine.  
Somewhere behind us  
a train whistle blew,  
long and low,  
like a sad, sad song.

*It was late one winter night,  
Long past my bedtime,  
When Pa and I went owling.  
There was no wind.  
The trees stood still  
As giant statues.  
And the moon was so bright  
The sky seemed to shine,  
Somewhere behind us  
A train whistle blew,  
Long and low,  
Like a sad, sad song.*

- Students read the page together

Now let's reread, this time making our reading voices even better. Let me give you a tip. You need to see what's happening, to *experience* what's happening in your mind, when you read the words. This time, really



## Grade 2 Reading Unit 2A: How do I approach fiction text?

make your voice match what's happening.

- Have students use their hand shells and join in as you reread this passage
- Reread with heightened feeling

Did you picture the snowy night? Can you see those tall, still trees? And the moon? Is it so bright you're almost squinting? I noticed your voices sounded so expressive and smooth when you read that time. Just imagine if we practiced it a few more times out loud!

This time we are going to hear our voices in our head. Everyone place your pointer finger on your ear flaps, resting your other fingers on your cheeks. When I tell you to, you will press in against your ear flaps so they are almost resting against your inner ear. Then when you whisper read, it will be like hearing it in your head.

- Have students reread with heightened fluency



Readers, you are now ready to go back and make that in-your-head, silent reading voice sound just as it did when you read aloud just now. Even though you'll be reading silently, really listen. Make your voice help you actually see what's happening in your mind.

→**Add** to the unit anchor chart:

| 2nd Grade Sensational Readers always.... |  |
|--|--|
| ★ Think about:                           | <ul style="list-style-type: none"><li>○ Who you are meeting</li><li>○ Where you travel to</li><li>○ What conflicts you are learning about</li></ul>  |
| ★ Take a sneak peek:                     | <ul style="list-style-type: none"><li>○ Think: What am I learning about the characters and the problem in this story?</li><li>○ Read the title</li><li>○ Study the cover</li><li>○ Study the back cover</li><li>○ Read the back cover blurb</li><li>○ Read the table of contents</li><li>○ Confirm/revise your predictions and think about what is new on that page</li></ul>                  |
| ★ Read fluently by:                      | <ul style="list-style-type: none"><li>○ Reading snap words and swooping them together</li><li>○ Using word problem solving skills for unknown words<ul style="list-style-type: none"><li>■ Does it make sense? Look right? Sound right?</li></ul></li><li>○ Previewing for punctuation</li><li>○ Making my voice match the mood</li><li>○ <b>Show meaning in my voice in my head</b></li></ul> |

### Partner Practice:

Explain to students how they will practice using the books in their book bins with their partner.

- Partners whisper read the same page in their books, pressing their ear flaps so they can only hear themselves.
- Then partner 1 reads aloud to partner 2
- Partner 2 provides feedback by pointing to one place where the reading was fluent and explains/shows what the reader did

## Grade 2 Reading Unit 2A: How do I approach fiction text?

- Then partner 2 reads the **same** page
- Partner 1 points to one place where the reading was fluent and explains/shows what the reader did
- Then, both readers read the same page in their heads to listen to the voice in their head again.

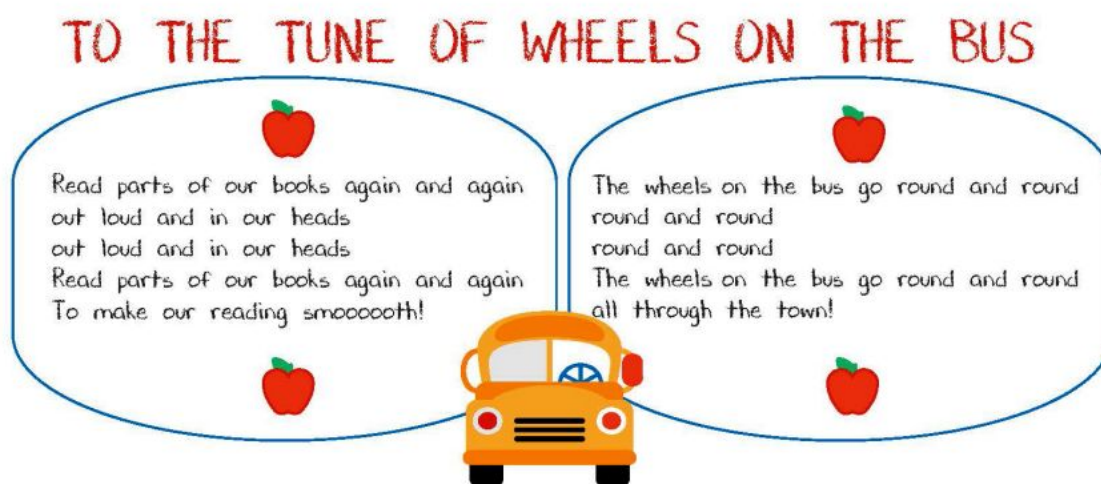
Partners continue to read page-by-page in this way. During their reading, partners mark one part of the text with a sticky note where they feel confident to read out loud for the exit ticket.

### Exit Ticket:

Partners join with another partnership and read the part of the text that they marked out loud.  
or

Students select a favorite part of their book - just a few sentences - and use all of their fluency strategies. Partners have 2 minutes to practice with each other, and then do a class share.

**Optional Activity:** [TP3 Rereading Song Lucy Calkins](#)



### Day 6: Independent Practice/Small Group Work

Use your mini-lesson time to revisit any teaching needed from Day 5. Students use their independent book baggies/baskets to practice whisper reading and then rereading to listen to the voice in their heads. Teachers confer/meet with small groups to continue to assess students, offer feedback, and gather information for further small group work needed. Record observational notes on page 3 of the [Gr2RU2A Data Collection Sheets](#).

## Grade 2 Reading Unit 2A: How do I approach fiction text?

### Teaching Point 4: Using text features to help me understand and retell

Time Frame: 5 days

|   |
|---|
| <b>Learning Target:</b> <i>I am learning to... by...</i>  |
| <p>I am learning to use everything the author has provided on a page by matching details in the illustrations to the text.</p> <p>I am learning to retell a story by using details in the illustrations to remember and describe what happens in that part of the story.</p>  |
| <b>Performance of Understanding (Formative Assessment)</b><br><i>How will the students develop their understanding of the teaching point and show what they are learning?</i>   |
| <p>Students analyze illustrations of a text that has been read aloud and draw arrows from parts of the illustration to the corresponding text. Students apply their learning to their independent books, using sticky notes to connect parts. When learning to retell, students use the details in the illustrations to retell a story previously read by the class. Then students practice retelling with their partners on another familiar text.</p>   |
| <b>Success Criteria</b><br><i>What does successful learning look like today? How will students know they are successful with their learning today?</i>  |
| <p>Students have calm bodies and pay attention during the mini-lesson. They notice at least 3 details in an illustration and can match that to a place in the text using an arrow to connect the matching parts. Students respond appropriately during <i>Back-to-Back/Face-to-Face</i>. They use at least 3 details in each illustration to describe what is happening in the story, focusing on the characters, setting, conflict. They use their partner time effectively.</p>   |
| <b>Texts and Materials</b>  |
| <p><b>Each day:</b><br/>Unit anchor chart: 2nd Grade Sensational Readers always...<br/>page 4 of <a href="#">Gr2RU2A Data Collection Sheets</a></p> <p><b>Days 1-2: Whole Class Text</b><br/><a href="#">Jewel on a Journey</a> from <i>Click Magazine</i> (July/August 2004) -1 color copy per partnership</p> <p><b>Day 3: Independent Practice/Small Group Work</b><br/>Independent book baggies/basket<br/>Sticky notes or small post-it flags</p> <p><b>Day 4-5: Using Text Features to Help Me Retell</b><br/><a href="#">Jewel on a Journey</a> from <i>Click Magazine</i> (July/August 2004) -1 color copy per partnership<br/><a href="#">Carlos and Carmen: The Sparkly Night</a></p> |
| <b>Outline for Teaching Point 4: Using text features to help me understand and retell</b>   |
| <p><b>Days 1-2: Whole Class Text</b></p> <p>→ <b>Note:</b> This lesson is spread out over 2 days; stop Day 1 where it makes sense for your students. Know that some students may not finish annotating the entire story before the end of the two days.</p> <p><b>**Review “sneak peek” steps on the unit anchor chart**</b></p>  |

## Grade 2 Reading Unit 2A: How do I approach fiction text?

**Say:** Today I want to teach you that there are other features in a story that can help you know more about the 3 predictable parts of a story (character, setting, conflict). Authors don't just use words, but also use **text features** to help tell a story. **Text features** are anything that is added to the words of a story to help you understand. You already know some features: the title, the book cover, the back cover, and the table of contents. But also, authors use other features besides the words, or what we call the main text.

We are going to read a new text together today. Instead of a book, it is a short story, *Jewel on a Journey*, from a magazine called *Click*. But before I start the story let me show you some tricky words! (This will reinforce those tricky words when students are reading with partners.)

|             |               |           |             |               |             |
|-------------|---------------|-----------|-------------|---------------|-------------|
| ❖ jewel     | ❖ throat      | ❖ breath  | ❖ liquid    | ❖ perch       | ❖ enough    |
| ❖ journey   | ❖ bright      | ❖ replied | ❖ nectar    | ❖ guessed     | ❖ dissolved |
| ❖ neither   | ❖ parakeet    | ❖ empty   | ❖ trumpet   | ❖ urge        | ❖ territory |
| ❖ tiniest   | ❖ neighbor    | ❖ flowery | ❖ creeper   | ❖ Mexico      | ❖ swords    |
| ❖ feathers  | ❖ quiet       | ❖ vines   | ❖ gnats     | ❖ Central     | ❖ intruder  |
| ❖ sparkled  | ❖ ruby        | ❖ reverse | ❖ weigh     | ❖ America     | ❖ January   |
| ❖ glittered | ❖ hummingbird | ❖ poking  | ❖ prickly   | ❖ Virginia    | ❖ migration |
|             |               |           | ❖ dangerous | ❖ interrupted | ❖ surprise  |
|             |               |           |             | ❖ creature    | ❖ hovering  |

First, let's use our "sneak peek" skills to see what we can figure out about the story before we even start reading...

- Partners discuss what they are learning on each page.
- Bring the class together to have students share out what they learned after taking a sneak peek and discuss the 3 predictable parts of a story (character, setting, conflict)
- Ask students to put their copies aside so that they focus on the displayed teacher copy

Next, I will read this story aloud.

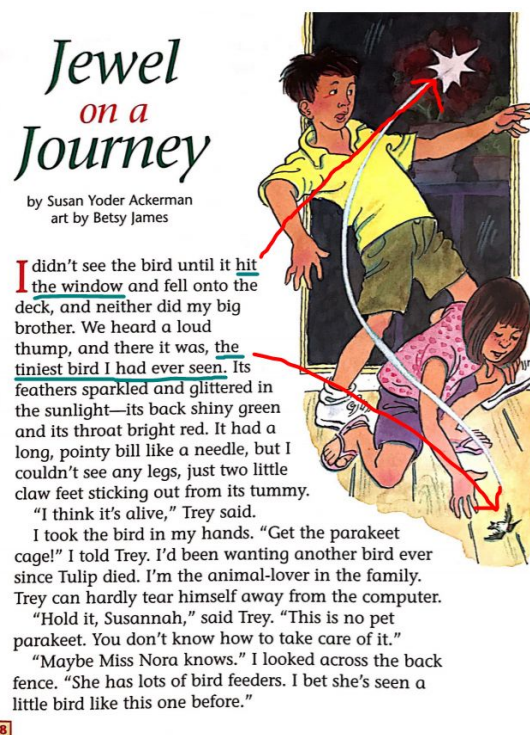
- Read the story aloud to students

How many of your eyes looked at the pictures as I was reading? That is what sensational readers do to understand the story better. They use everything the author has provided, besides just the words, to help them better understand the story.

### Model/Active Engagement:

Let's take a look at what the text is saying and how the illustration is helping us better understand what we are reading.

- Reread the text, using arrows to connect each text feature to the text it supports (see sample → )
- Have students draw arrows on their stories as well



## Grade 2 Reading Unit 2A: How do I approach fiction text?

→Add to the unit anchor chart:

### 2nd Grade Sensational Readers always....

- ★ Think about:
  - Who you are meeting
  - Where you travel to
  - What conflicts you are learning about
- ★ Take a sneak peek:
  - Think: What am I learning about the characters and the problem in this story?
  - Read the title
  - Study the cover
  - Study the back cover
  - Read the back cover blurb
  - Read the table of contents
  - Confirm/revise your predictions and think about what is new on that page
- ★ Read fluently by:
  - Reading snap words and swooping them together
  - Using word problem solving skills for unknown words
    - Does it make sense? Look right? Sound right?
  - Previewing for punctuation
  - Making my voice match the mood
  - Show meaning in my voice in my head

★ Match details in the illustrations to the text

### Independent Practice:

Partners who can continue independently continue to mark up the text by matching anything they see in an illustration that connects to part of the text; meet with students in small groups that will need more support with the rereading of the text.

### Mid-Workshop Debrief:

Bring students back together to discuss and share student work to ensure students are on the right track. Then students continue working.

### Debrief:

Recap how you better understand the text when you pay attention to the features and match them to what you are reading. For example...

### *Jewel on a Journey*

by Susan Yoder Ackerman  
art by Betsy James

I didn't see the bird until it hit the window and fell onto the deck, and neither did my big brother. We heard a loud thump, and there it was, the tiniest bird I had ever seen. Its feathers sparkled and glittered in the sunlight—its back shiny green and its throat bright red. It had a long, pointy bill like a needle, but I couldn't see any legs, just two little claw feet sticking out from its tummy.

"I think it's alive," Trey said.  
I took the bird in my hands. "Get the parakeet cage!" I told Trey. "I'd been wanting another bird ever since Tulip died. I'm the animal-lover in the family. Trey can hardly tear himself away from the computer."  
"Hold it, Susannah," said Trey. "This is no pet parakeet. You don't know how to take care of it."  
"Maybe Miss Nora knows." I looked across the back fence. "She has lots of bird feeders. I bet she's seen a little bird like this one before."



The illustration here helps me picture a lot of what's happening in the story!

- I can see the two characters (the girl must be the one speaking because she said "my big brother")
- I can see the explosion on the window where the bird must have hit it
- I can see the white line showing how the bird fell off the window
- I can see what the bird looks like laying on the deck from the description in the text and what I see in the picture



## Grade 2 Reading Unit 2A: How do I approach fiction text?

Our neighbor invited us onto her porch. She took the quiet bird from my hand and laid it on a towel. "A male ruby-throated hummingbird," she said. "The females have a white throat." "Will he be OK?" I wondered. "We'll let him catch his breath," she said, "while I fill these feeders." "Let me help!" I said. "Where's your birdseed?" "A hummingbird can't do much with a sunflower seed," Miss Nora replied. "Then what do hummingbirds eat?" I asked. "See if you can figure that out." Miss Nora smiled and went inside with the empty feeders.



I can see this must be the neighbor who is helping them.

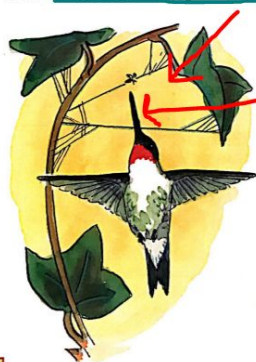
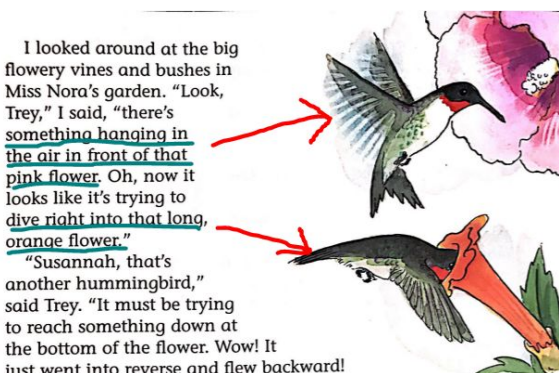
The picture helps me see the hummingbird closer because it's laid out on the towel.

The neighbor calls it a ruby-throated hummingbird and I can see its red (ruby) throat.

She is filling the bird feeders, and I can see they don't look like normal wood bird feeders.

I see italics (*do*) and it helps me read this like the character would - she seems worried about what to feed the bird.

I looked around at the big flowery vines and bushes in Miss Nora's garden. "Look, Trey," I said, "there's something hanging in the air in front of that pink flower. Oh, now it looks like it's trying to dive right into that long, orange flower." "Susannah, that's another hummingbird," said Trey. "It must be trying to reach something down at the bottom of the flower. Wow! It just went into reverse and flew backward! Now it's poking at a spider web."



Miss Nora came back to the porch, carrying the feeders filled with clear liquid. "That's right, Trey," she said. "A hummingbird's long bill is perfect for drinking nectar from long, tube-shaped flowers like that trumpet creeper. It also lets the bird peck gnats and spiders out of a web safely. Hummers are so little—they weigh less than a penny—they have to be careful. They can get caught in a web . . . or stuck to a prickly flower head . . . or even eaten by a big dragonfly."

"Sounds dangerous," I said. "It's good they don't have to eat as much as big birds and fly around a lot looking for food."

"Oh, but they do," said Miss Nora.

"A hummer's legs are so short, it can't walk very well, just fly and perch. And it flaps its wings so fast—up to 80 times a second—it needs lots of energy, which means lots of food. A hummer can eat twice its weight in nectar and insects every day. How many hamburgers would you eat, Susannah, if you needed as much energy as a hummingbird?"

"Ten?" I guessed.

"More like a hundred!"

Miss Nora laughed.

"Imagine how fat you'd be eating a hundred hamburgers a day! Beginning right around now, in August, hummingbirds try very hard to get fat. As the daylight gets shorter, the birds get the urge to fly south to southern Mexico or someplace else in Central America where they can find food all winter."

"So our bird could be on his way to Mexico from here in Virginia?" Trey interrupted.



... Continue debriefing each page and discussing how you better understand the text when you pay attention to the features and match them to support what you are reading.

### Day 3: Independent Practice/Small Group Work

Use your mini-lesson time to revisit any teaching needed from Day 1-2. Students use their individual book baggies/basket to practice using text features to better understand a fictional story. Students can use sticky

## Grade 2 Reading Unit 2A: How do I approach fiction text?

notes or small post-it flags to connect details in illustrations to the text. Teachers confer/meet with small groups to continue to assess students, offer feedback, and gather information for further small group work needed. Record observational notes on page 4 of [Gr2RU2A Data Collection Sheets](#).

### Exit Ticket:

Use *Back-to-Back/Face-to-Face* protocol for students to share how a text feature supported their understanding in the book they read today.

### Day 4-5: Using Text Features to Help Me Retell

**Say:** We know that having a reading partner helps us become better readers. One reason is because it helps to talk about what we are reading and it is fun. But it can be hard for others to know what we're talking about if we don't retell a story in a way that makes sense, or it could be hard if we miss important pieces of a story. Today I want to teach you that one way to talk about what you read is to use the pictures to help you remember what the story was about.

### Model:

Let's look back at what details we can see in the illustrations of *Jewel on a Journey*. Then we will think about what we are learning about the people we met, the places we traveled to, and the conflict. As we go from one illustration to the next, we will also think about what is new that we are learning in the story, and tell what happened in order.

- Retell *Jewel on a Journey*, showing how you start at the first picture
- Show the difference between just mentioning details and using the details to tell the story
  - Help students see the difference from just saying what you see in the pictures to using the pictures to retell the story in your own words

### EXAMPLE Think-Aloud:

| What I see in the picture (details)  | How I retell the story from the pictures:  |
|--|--|
| <ul style="list-style-type: none"><li>• There is a boy and girl and a bird hitting a window</li><li>• They are on a deck</li></ul>   | The brother and sister heard the tiny bird hit the window and fall to the deck.  |
| <ul style="list-style-type: none"><li>• There is a woman</li><li>• Hummingbird laying on a towel</li><li>• Girl looks worried</li><li>• Boy holding one hummingbird feeder</li><li>• There are 4 hummingbird feeders</li></ul> | <p>The brother and sister didn't know how to help the hummingbird so they went to their neighbor because she has lots of bird feeders.</p> <p>The neighbor put the bird on a towel and told the kids that it is a ruby-throated hummingbird.</p> <p>The girl wanted to fill a feeder with bird seed but the neighbor told her that hummingbirds don't eat bird seed.</p> |

## Grade 2 Reading Unit 2A: How do I approach fiction text?

→ **Add** to the unit anchor chart:

### 2nd Grade Sensational Readers always....

- ★ Think about:
    - Who you are meeting
    - Where you travel to
    - What conflicts you are learning about
  - ★ Take a sneak peek:
    - Think: What am I learning about the characters and the problem in this story?
    - Read the title
    - Study the cover
    - Study the back cover
    - Read the back cover blurb
    - Read the table of contents
    - Confirm/revise your predictions and think about what is new on that page
  - ★ Read fluently by:
    - Reading snap words and swooping them together
    - Using word problem solving skills for unknown words
      - Does it make sense? Look right? Sound right?
    - Previewing for punctuation
    - Making my voice match the mood
    - Show meaning in my voice in my head
  - ★ Match details in the illustrations to the text
- ★ Retell a story by noticing details in the illustrations and describe what happens next in the story

### Active Engagement:

Partners retell the rest of the story for each illustration using the thinking process:

This is what I see in the picture → This is what happens next in the story

Stop and share a few comments to continue to develop the difference between the process of noticing details and thinking how they pertain to what is happening in the story.

### Independent Practice:

Unit partners get their copies of *Carlos and Carmen: The Sparkly Night*. Partners assign themselves as Partner A and Partner B. They flip through page by page, taking time to look back at the illustrations and taking turns to practice retelling the story. (Partner A does one page, Partner B does the next page, etc.)

### Exit Ticket:

Partners give each other feedback on their retelling of *Carlos and Carmen*:

1. **A part they retold well and why**
2. **Any suggestions for retelling** (such as only using details in the picture but not saying what happened in the story, not being specific enough about what happened to a character, can use a louder voice or better eye contact)



## Grade 2 Reading Unit 2A: How do I approach fiction text?

### Teaching Point 5: Readers stop and think

Time Frame: 3 days

**Learning Target:** *I am learning to... by...*

I am learning to stop and think while I am reading by retelling what has happened on each page or two, and by using a sticky note to mark a “stop and chat” part.

#### **Performance of Understanding (Formative Assessment)**

*How will the students develop their understanding of the teaching point and show what they are learning?*

Students use their fingers to describe what is going on in a part of the story they have previously read and retell that part to their partners. They read independently for 5 minutes and identify a place they want to chat with their partner about and mark it with a sticky note. The class generates a list of “stop and chat” ideas; students continue reading and marking a “stop and chat” part. Students then self-select one of three texts to practice retelling and marking places to stop and chat.

#### **Success Criteria**

*What does successful learning look like today? How will students know they are successful with their learning today?*

Students have calm bodies and pay attention during the mini-lesson. They stop each page or two and describe new information gleaned about the characters, setting, and the conflict. Students place a sticky note next to part of the text where they would like to stop and chat; they can describe why they marked this place. Students use their time to read independently and use collaborative behaviors to chat with their partner.

#### **Texts and Materials**

##### **Each day:**

Unit anchor chart: 2nd Grade Sensational Readers always...  
page 5 of the [Gr2RU2A Data Collection Sheets](#)

##### **Day 1: Retelling every page or so**

[Carmen and Carlos: The Sparkly Night](#)

##### **Day 2-3: Marking with a sticky note**

Independent book baggies/boxes

[Different leveled texts - 3 choices at 3 different levels](#) (see level/title options in lesson)

Sticky notes

Day 3 [Exit Ticket](#) - 1 ½ sheet per student

#### **Outline for Teaching Point 5: Readers stop and think**

##### **Day 1: Retelling every page or so**

**Say:** Readers, we are nearing the end of our reading unit that is all about the good habits we follow every time we read fiction texts. You have grown so much with thinking about who we meet, the places we go, and the conflicts characters face even before you start reading! You know how to take a sneak peek to get yourself ready to read, how to make the voice inside your head read fluently, and you also know how to make sure you are using all the text features to help you understand what you are reading. These are strategies you will use **every time** you read!

The last strategy we are going to add to our readers’ toolkit, is to read slowly and thoughtfully. By **slowly**, I don’t mean *once...upon....a....time...there.....was.....a....princess.....who.....lived.....in.....a.....castle*. If

## Grade 2 Reading Unit 2A: How do I approach fiction text?

you go toooooo sloooooowwwlllllyyyyy it's hard to make sense of the text. By **thoughtfully**, I mean your head is full of thoughts. You don't just read the words, but you are really thinking about what the words mean in the story.

To read slowly and thoughtfully, we don't zoom zoom zoom through the words and read so fast that we don't know what is going on, and we don't zoom through so fast that you don't stop and think about what you are reading.

→ **Note:** Strategies for pacing include the terms: pick up the speed, push your eyes across the page, slow down, swoop up the words in phrases, show more expressions, don't forget the punctuation

Just like we have been practicing the last few days, you can stop and think and use pictures to retell what has happened so far. Only you won't wait until the end of the book to do this important work. Depending on how many words are on each page of your book, you might want to say what happened on every page, or read a few pages and then say what happened so far. When you say what happened, make sure you say what the characters are doing or saying, keeping the conflict in mind. We won't just resay each exact sentence, but think about what **new** information the author is adding to the story that is telling more about the characters, the setting, and the conflict. I will use my fingers to show each part of my retell:



- One finger - character
- Another finger - The place(s) they are
- Another finger - Anything about the conflict or how they are feeling

You might not have new things to say about all 3 parts every time, but it's important to think about all 3 parts of a story as you read and retell.

### Model:

| Text and Picture  | Sample Think Aloud: Retelling Strategy - use your fingers to show each point  |
|---|---|
| <b>Display page 1:</b><br><i>Carlos and Carmen ran through their front yard. Their arms were full of Fourth of July flags. Their eyes were full of Fourth of July excitement.</i> | <p>Since C&amp;C are running through their front yard, I can say in my retell that (1st finger) Carlos and Carmen are two kids who are at home</p> <p>Because they are carrying 4th of July flags, I know something about the setting so I can say in my retell that (2nd finger) it is the 4th of July</p> <p>Lastly, I know how they feel (3rd finger) - they are excited (showing me smiles and big eyes in the picture)</p> <p>I will put that all together and say: Carlos and Carmen are two kids who are excited about the 4th of July. They are decorating their front yard with flags.</p> <p>In my retell, I told who the characters were, what the setting is, and how they are feeling.</p> |

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### Display page 2:

*And their heads were full of Fourth of July plans.*

*"I love the Fourth of July," said Carmen. She stood up a flag bedside the walkway.*

*"Watermelon is my favorite part," said Carlos. He stood up a flag on the other side of the walkway.*

This next page is telling me more about the action in the story, or what the main characters are doing..

We already said that they are excited about the 4th, and that they are decorating their front yard with flags. Let me think what is new information? Carlos's favorite part about the 4th is watermelon. They are putting flags by the sidewalk.

In my retell, I told more about the characters and what they were doing.

→Add to the unit anchor chart:

### 2nd Grade Sensational Readers always....

- ★ Think about:
    - Who you are meeting
    - Where you travel to
    - What conflicts you are learning about
  - ★ Take a sneak peek:
    - Think: What am I learning about the characters and the problem in this story?
    - Read the title
    - Study the cover
    - Study the back cover
    - Read the back cover blurb
    - Read the table of contents
    - Confirm/revise your predictions and think about what is new on that page
  - ★ Read fluently by:
    - Reading snap words and swooping them together
    - Using word problem solving skills for unknown words
      - Does it make sense? Look right? Sound right?
    - Previewing for punctuation
    - Making my voice match the mood
    - Show meaning in my voice in my head
  - ★ Match details in the illustrations to the text
  - ★ Retell a story by noticing details in the illustrations and describing what happens next in the story
- ★ Stop and think every page or so and retell

### Active Engagement:

Students continue retelling each page or so of chapter 1 of *Carmen and Carlos: The Sparkly Night*, using their fingers to capture what they are learning, and using that to retell new information. Teachers listen in and assess how students are focusing on the 3 predictable parts as they read slowly and thoughtfully to retell.

### Independent Practice:

Partners go off and continue retelling the other chapters; teachers circulate and assess student readiness, recording observational notes on page 5 of the [Gr2RU2A Data Collection Sheets](#).

### Day 2-3: Marking with a sticky note

**Say:** Right now I am reading a book for my book club, and I won't be able to talk to my friends about our book for several more weeks. So do you know what I do? I place a sticky note right where I have something I want to remember to talk to my friends about. That made me think that it is never too early to learn how to

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use sticky notes to remind yourself about something because that is a skill you can use for the rest of your life! So today I want to teach you as you stop and think to retell what is happening, you might find a place where you want to talk with your partner. When you find that place, you are going to use a sticky note to remind yourself to revisit that page when you get a chance to chat with your partner.

### Inquiry:

We are going to read our own independent books for 5 minutes. Each of you will have 1 sticky note. You are going to put your sticky note in your book right next to a place where you want to chat with your partner about something. Then, after 5 minutes, we are going to see if we can categorize our sticky notes - we will see what kinds of things 2nd Grade Sensational Readers want to stop and chat about.

→ **Note:** Giving students only 1 sticky note will promote the idea that we don't sticky note everything in our books; it will make the debrief move along more efficiently as well.

- Students read for 5 minutes
- When time is up, bring the students back together to discuss the types of things readers sticky note in their books:
  - Things we are confused about
  - Discover something new in your books
  - A word we don't know
  - A connection
  - Something that surprised you
- If you want students to jot anything on their sticky notes as a reminder, you may want to introduce symbols (?, !, 😊) so that students don't need to write a lot on the sticky notes
  - Emphasize they aren't writing full sentences because that will interfere with their reading; they just want to write a short 1-3 words to remember a thought
- Once a list has been generated, partners turn and chat about their sticky notes

→ **Add** to the unit anchor chart:

| 2nd Grade Sensational Readers always....  |   |
|---|---|
| ★ Think about:  | <ul style="list-style-type: none"><li>○ Who you are meeting</li><li>○ Where you travel to</li><li>○ What conflicts you are learning about</li></ul>   |
| ★ Take a sneak peek:  | <ul style="list-style-type: none"><li>○ Think: What am I learning about the characters and the problem in this story?</li><li>○ Read the title</li><li>○ Study the cover</li><li>○ Study the back cover</li><li>○ Read the back cover blurb</li><li>○ Read the table of contents</li><li>○ Confirm/revise your predictions and think about what is new on that page</li></ul>           |
| ★ Read fluently by:   | <ul style="list-style-type: none"><li>○ Reading snap words and swooping them together</li><li>○ Using word problem solving skills for unknown words<ul style="list-style-type: none"><li>■ Does it make sense? Look right? Sound right?</li></ul></li><li>○ Previewing for punctuation</li><li>○ Making my voice match the mood</li><li>○ Show meaning in my voice in my head</li></ul> |
| ★ Match details in the illustrations to the text  |   |
| ★ Retell a story by noticing details in the illustrations and describing what happens next in the story |   |
| ★ Stop and think every page or so and retell  |   |
| ★ Use a sticky note to mark a “stop and chat” part  |   |

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### Active Engagement:

Have students continue reading for another 5 minutes. Give students time to retell that part in their heads (or with a partner). Ask students if anyone has a sticky note thought they would like to share. Assess students' readiness to begin independent practice.

### Independent Practice:

You are ready to do this work on your own. You and your partner will select one of three texts to read. This is so that when you have a thought you want to talk to someone about, your partner will know the same story. You and your partner will pace yourselves. You will read for a little bit; remember to use a sticky note if there is anything you want to chat about with your partner. Then, you will stop and retell and chat about any sticky notes you have. Remember, you aren't waiting until the end of your text to do this important work - we will pause periodically for "stop & chat" sessions!

### Text Booklets from Reading A-Z:

F&P **Level F/G** text choices:

[\*Are You Okay?\*](#)

[\*Bake Sale\*](#)

[\*Gordon Finds His Way\*](#)

F&P **Level H/I** text choices:

[\*Brother Messy, Brother Neat\*](#)

[\*The Last Day of School\*](#)

[\*Paco's Tacos\*](#)

F&P **Level J/K** text choices:

[\*Different\*](#)

[\*The Drum\*](#)

[\*Wonderful Winter\*](#)

(or teachers can select texts from the VPS Book Room)

→ **Teacher Note:** Depending on where you are between Day 2 & Day 3 and how long you have for independent practice, ring a chime/bell every so often for "stop & chat" sessions.

### Day 3 [Exit Ticket](#):

Each student writes their partner a thank you note, including a compliment and explaining how stopping to chat with each other helped them understand the story better.

### Putting it all together / Celebration

**Say:** Students you have done a phenomenal job thinking about how to read fiction texts. Let's review our chart where we have listed what 2nd Grade Sensational Readers do...

→ Refer to the unit anchor chart:

#### 2nd Grade Sensational Readers always....

- ★ Think about:
  - Who you are meeting
  - Where you travel to
  - What conflicts you are learning about
- ★ Take a sneak peek:

## Grade 2 Reading Unit 2A: How do I approach fiction text?

- Think: What am I learning about the characters and the problem in this story?
- Read the title
- Study the cover
- Study the back cover
- Read the back cover blurb
- Read the table of contents
- Confirm/revise your predictions and think about what is new on that page
- ★ Read fluently by:
  - Reading snap words and swooping them together
  - Using word problem solving skills for unknown words
    - Does it make sense? Look right? Sound right?
  - Previewing for punctuation
  - Making my voice match the mood
  - Show meaning in my voice in my head
- ★ Match details in the illustrations to the text
- ★ Retell a story by noticing details in the illustrations and describing what happens next in the story
- ★ Stop and think every page or so and retell
- ★ Use a sticky note to mark a “stop and chat” part

Have students think about all the reading skills listed on the chart and *Think-Pair-Share* with their partner:

1. One skill I feel really confident about
2. One skill I still want to work on to get a little better
3. One thing I love about reading stories

### Celebration Options:

- Students bring in their favorite fiction story from home to share
- Reading “camp out” (lights off, mini-flashlights, comfy object from home)
- Read to a stuffed animal brought in from home
- Share fiction book recommendations
- Reflection on something new they have learned about themselves as readers
- Invite a guest reader for a read-aloud; have students give them tips on how you read a fiction story
- Take a special trip to the library (ML gives fiction book suggestions)

### Summative Assessment

Students revisit the same question as the pre-assessment, using [Gr2RU2A Summative Assessment](#) to measure growth; teachers use the [Gr2RU2A Assessment Checklist](#) to assess student knowledge and ascertain small group instructional needs.

## Grade 8 Unit 1 [ELA 8 & 8C]

### Unit 1: Establishing Identity Through Struggle and Change

**Timeframe: 10 weeks**

**Description:** This unit will start the year for 8th grade. The central text will be *Sleeping Freshmen Never Lie* by David Lubar. After exploring this text for about three weeks, students will have the opportunity to choose from 4-5 independent choice novels which have similar connections to *Sleeping Freshmen Never Lie*, related to formative struggles that individuals face but offering a more diverse perspective. The focus of this unit will be on deep thinking, conversing, and writing about the ways in which individuals establish their identities, and how the struggles in their lives contribute to identity formation.

**Reading:** In addition to reading *Sleeping Freshmen Never Lie* and a book of choice, students will read non-fiction articles related to big ideas which expand across all of the novels. These will offer a broad view of how identity is formed, and how various experiences in one's life can contribute to one's changing identity.

**Writing:** Short quick writes (non-formal journal writes) throughout the unit, essay at the end of the unit.

**Performance Task:** Students will conduct an interview with an individual who has overcome adversity in his or her own life. The task will require students to develop a short slide show to present the information about the individual they interviewed, and make connections to overcoming adversity in their own lives. Slide shows will be presented in each class.

| Big Ideas/Essential Understandings   | Essential Question  |
|--|---|
| <ul style="list-style-type: none"><li>A person's identity is shaped by his or her background and experiences.</li><li>Students will explore how literature conveys universal themes about identity and the human experience.</li></ul> | <ul style="list-style-type: none"><li>How do challenges and struggles establish and transform an individual's identity?</li></ul> |

### Standards

#### Reading:

- 8R1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences.
- 8R2: Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize the text
- 8R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.
- 8R6: In literary texts, analyze how the differences between point of view, perspectives of the characters, the audience, or reader create effects such as mood and tone.

**Writing:**

- 8W1: Write to support a claim with clear reasons and relevant evidence.
- 8W5: Draw evidence from literary texts to support analysis and reflection.

**Speaking and Listening:**

- 8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
- 8SL4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear enunciation.

**Language:**

- 8L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
- 8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 8L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 8L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

| Content/Knowledge   | Skills/Reasoning (Verb)  |
|---|--|
| <ul style="list-style-type: none"><li>• Figurative Language</li><li>• Characterization</li><li>• Plot Structure</li><li>• Multiple perspectives of the formative struggles that shape an individual's identity.</li></ul> | <ul style="list-style-type: none"><li>• Apply reading comprehension strategies</li><li>• Determine how elements of plot are connected</li><li>• Analyze how characters change over time</li><li>• Identify BEST evidence</li><li>• Develop strong analysis</li><li>• Explore characterization and its impact on identity formation</li></ul> |

| Vocabulary   |   |
|--|---|
| Words for Direct Instruction<br>(Share with ELL/SPED teachers)   | Words to Play With/Use in Writing   |
| <ul style="list-style-type: none"><li>• Simile</li><li>• Metaphor</li><li>• Irony</li><li>• Characterization</li><li>• Perspective</li><li>• Point of View</li><li>• Mood</li><li>• Tone</li><li>• Protagonist</li></ul> | <ul style="list-style-type: none"><li>• Transformation</li><li>• Identity</li><li>• Conformity</li><li>• Character traits: assertive, self-conscious, judgemental</li></ul> |



| Formative Assessments  | Summative Assessments   |
|--|---|
| <ul style="list-style-type: none"> <li>• Short quick writes (non-formal journal writes)</li> <li>• Class discussions (whole class, small group, book club observations and notes)</li> <li>• <b>8C</b>- students will engage in cooperative thread question groups. Each group will follow a question, tracking its development over time in the novel(s), looking at characters, plot development, figurative language, etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Mid-unit reading assessment (cold read) multiple choice and short answer</li> <li>• Essay <ul style="list-style-type: none"> <li>-choice of essay tasks</li> <li>-essay tasks related to static/dynamic characters</li> <li>-essay tasks related to identity and transformation</li> <li>-essays to discuss how struggles shape identity</li> </ul> </li> <li>• Google Slideshow presentation about their personal interview of someone who better defined him/herself by overcoming adversity</li> <li>• <b>8C</b>- Researched presentation using question threads to educate peers on an identity topic of their choosing</li> </ul> |

| Key Learning Activities  | Key Resources/Texts   |
|--|---|
| <ul style="list-style-type: none"> <li>• Reading the novel <i>Sleeping Freshmen Never Lie</i>, and focusing on themes of transformation and identity.</li> <li>• Focus on characterization and important plot developments that shape identity</li> <li>• Short writing journals that explore the character's identity, as well as the student's own identity connections</li> <li>• Reading informational text about identity and change</li> </ul> | <p><u><i>Sleeping Freshmen Never Lie</i></u> by David Lubar</p> <p>Complex, Engaging Excerpts for Shared/Close Reading:</p> <p>High interest books/excerpts for independent reading/book clubs:</p> <p>Book club choice texts related to theme:</p> <p><i>All American Boys</i> by Jason Reynolds<br/> <i>Piecing Me Together</i> by Renee Watson<br/> <del><i>Far From You</i></del> by Lisa Schroeder<br/> <i>Poet X</i> by Elizabeth Acevedo (**8C Option Only)<br/> <del><i>How Dare the Sun Rise</i></del> by Abigail Pesta<br/> <i>You Look Different in Real Life</i> by Jennifer Castle<br/> <i>Speak</i> by Laurie Halse Anderson<br/> <i>A Long Way Gone</i> by Ishmael Beah<br/> <del><i>The Best of the Best</i></del> by Tim Green<br/> <del><i>Hero</i></del> by Mike Lupica<br/> <i>Blackbox</i> by Julie Schumacher</p> <p>----- books to consider adding in the future</p> |

## Grade 8 Unit 2: Search for Home

### Unit 2: Search for Home

**Timeframe: 10 weeks**

**Description:** The focus of this unit will be to expose students to a variety of stories (perspectives) and non-fiction resources that can be used as a means to inspire empathy, action, and change. It will be important for students to look at how “home” can define an individual’s identity formation. This is an extension of thinking from Unit 1, in which students looked at identity formation through struggle and change. This unit will explore commonalities of the refugee experience in the search for a permanent home.

**Reading:** Central Text: Refugee by Alan Gratz as well as a variety of informational texts and videos of immigration and refugee journeys.

**Writing:** The students will complete a mid-unit assessment with a short written response that requires reading a passage from the novel, as well as a cold read of a nonfiction refugee story. Students will compare the central ideas of both passages, using a formal written response format. Students will engage in gathering research about a refugee experience, ultimately writing a podcast script to be used in order to create a purposeful podcast which will synthesize the research, readings, and perspectives of the unit guiding questions. Throughout the unit, students will express their thinking in the form of reflective journals to capture their understanding of the multiple perspectives they are exposed to in the reading.

**Performance Task:** Create a podcast combining research stories, findings, and information from the reading within the unit that answers the essential question(s).

| Big Ideas/Essential Understandings  | Essential Questions   |
|---|---|
| <ul style="list-style-type: none"><li>Stories can serve as a vehicle for fostering change, action, and empathy.</li></ul> | <ul style="list-style-type: none"><li>How important is home in the development of your identity?</li><li>What is a citizen’s responsibility in response to the cause of human rights?</li></ul> |

### Standards

#### Reading:

- 8R3:** In literary texts, how particular lines of dialogue or events propel the action, or reveal aspects of a character, or provoke a decision.
- 8R5:** In literary texts, and informational texts, compare and contrast the structure of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme, or central idea.
- 8R7:** Evaluate the advantages and disadvantages of using different media --text, audio, stage, or digital--to present a particular subject or idea and analyze the extent to which a production remains faithful to or departs from the written text.

**Language:**

- **8L3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **8L6:** Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Writing:**

- **8W2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- **8W5:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **8W6:** Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.

**Speaking and Listening:**

- **8SL1:** Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
- **8SL2:** Analyze the purpose of information presented in diverse formats and evaluate the motives behind the presentation.
- **8SL5:** Integrate digital media and/or visual displays in presentations to clarify information, strengthen claims and evidence, and add elements of interest to engage the audience.

| Content/Knowledge   | Skills/Reasoning (Verb)  |
|---|--|
| <ul style="list-style-type: none"><li>● Students will draw on background information about the refugee experience from 7th grade</li><li>● Text structure</li><li>● Point of view</li><li>● Tone</li><li>● Knowledge of media (podcasts) as a format for presenting information</li></ul> | <ul style="list-style-type: none"><li>● Determine central idea of a text</li><li>● Apply reading strategies</li><li>● Discover new vocabulary and determine meaning in context</li><li>● Introduce a claim</li><li>● Support claim with logical reasoning and relevant evidence</li><li>● Organize information logically and in a clear manner</li><li>● Create a podcast</li><li>● Make connections between texts</li></ul> |

**Vocabulary**

| Words for Direct Instruction<br>(Share with ELL/SPED teachers)            | Words to Play With/Use in Writing   |
|---|---|
| <ul style="list-style-type: none"><li>● See attached documents.</li></ul> | <ul style="list-style-type: none"><li>● Immigration</li><li>● Refugee</li><li>● Migrant</li><li>● Asylum</li><li>● Assimilate</li></ul> |

| Formative Assessments   | Summative Assessments  |
|---|--|
| <ul style="list-style-type: none"> <li>• Structured discussions (which will build to podcast format)</li> <li>• Reflective journals</li> <li>• Research journals</li> </ul> | <ul style="list-style-type: none"> <li>• Cold read of a Newsela immigration or refugee story. Multiple Choice questions, short answers</li> <li>• Create a podcast combining research stories, findings, and information from the reading within the unit that answers the essential question(s).</li> </ul> |

| Key Learning Activities   | Key Resources/Texts   |
|---|---|
| <ul style="list-style-type: none"> <li>• Reading the novel, <i>Refugee</i>, by Alan Gratz.</li> <li>• Reading informational texts related to the refugee experience</li> <li>• Structured discussions to support connections between research and to develop discussion skills for podcast</li> <li>• Podcast highlighting research findings and individual interpretation of answers to unit guiding question(s) [Ex: What defines home?]</li> <li>• Scaffolded activities to extend research skills</li> <li>• Scaffolded activities to develop podcasts</li> </ul> | <p>Complex, Engaging Excerpts for Shared/Close Reading:</p> <p>High interest books/excerpts for independent reading/book clubs:</p> <p>Other supportive texts related to theme:</p> <p>Book Trailer video<br/> <a href="https://www.youtube.com/watch?v=89sO3y75hF8&amp;feature=youtu.be">https://www.youtube.com/watch?v=89sO3y75hF8&amp;feature=youtu.be</a></p> <p>Interview with the Author video<br/> <a href="https://www.youtube.com/watch?v=5zLaTJZtDcl&amp;feature=youtu.be">https://www.youtube.com/watch?v=5zLaTJZtDcl&amp;feature=youtu.be</a></p> <p>Podcast with author Alan Gratz from Scholastic.com<br/> <a href="http://oomscholasticblog.com/podcast/telling-stories-refugees">http://oomscholasticblog.com/podcast/telling-stories-refugees</a></p> |

## Grade 8 Unit 3: Bullies, Bystanders, and Heroes

### Unit 3: Bullies, Bystanders, and Heroes

#### Timeframe: 10 Weeks

**Description:** Using the central text *The Berlin Boxing Club* by Robert Sharenow students will read this text for about three weeks before beginning WWII book clubs, then students will have the opportunity to choose from 6-7 WWII novel choices which have similar connections to *The Berlin Boxing Club*, related to struggles individuals face regarding prejudice and injustice and violence. The focus of this unit will be on deep thinking, conversing, and writing about the ways in which individuals react to, participate in, and are affected by injustice.

**Reading:** In addition to reading *The Berlin Boxing Club* and a book of choice, students will read non-fiction articles related to big ideas which expand across all of the novels. These will offer a broad view of the impact of prejudice, injustice, and violence on society and the individual.

**Writing:** The students will have 4 choices for writing as the end of unit assessment. These will offer a wide range of narrative writing possibilities for students. The choices encompass a variety of skills, including research, which will be embedded into the narrative format. The choices will also challenge students to expand their writing in terms utilizing figurative language and making unique personal decisions about author's craft.

#### Performance Task:

Thread questions for groups throughout the unit. Each small group will focus on one thread question that will be tracked throughout the course of the unit. Students will share aloud their conclusions and reflections. In addition, they will use this information for their narrative writing assessment.

| Big Ideas/Essential Understandings  | Essential Questions   |
|---|---|
| <ul style="list-style-type: none"><li>• Stories can impact understanding of adversity in life and its impact on both society and the individual.</li><li>• Stories help develop empathy.</li><li>• Narratives delineate our shared humanity</li></ul> | <ul style="list-style-type: none"><li>• How do injustices like racism, prejudice, and violence affect the choices of society and the individual?<br/>(ELL- How does racism / prejudice / violence affect society and the person?)</li></ul> |

**Standards:****Reading:**

- 8R1: Cite textual evidence to strongly support an analysis of what the text says explicitly/implicitly and make logical inferences.
- 8R2: Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text.
- 8R3: *In literary texts*, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) *In informational texts*, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed.
- 8R8: Trace and evaluate an argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient and recognizing when irrelevant evidence is introduced.

**Language:**

- 8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 8L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
- 8L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Writing:**

- 8W3: Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.
- 8W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.
- 8W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

**Speaking and Listening:**

- 8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others

| Content/Knowledge   | Skills/Reasoning (Verb)  |
|---|--|
| <ul style="list-style-type: none"><li>• Role and power of Nazi Regime around WW2.</li></ul> | <ul style="list-style-type: none"><li>• Using multiple perspectives put together a cohesive picture of a complex event</li><li>• Understand the role of injustice and prejudice in development of character</li><li>• Develop an understanding of responsibilities of citizens towards injustice</li></ul> |

| Vocabulary  |   |
|---|---|
| Words for Direct Instruction<br>(Share with ELL/SPED teachers)  | Words to Play With/Use in Writing   |
| <ul style="list-style-type: none"> <li>• Bystander</li> <li>• Prejudice</li> <li>• Bigotry</li> <li>• Oppression</li> </ul> | <ul style="list-style-type: none"> <li>• Discipline</li> <li>• Influence</li> <li>• Identity</li> <li>• Adversity</li> <li>• Perception</li> <li>• Sacrifice</li> <li>• Injustice</li> <li>• Anti-Semitic</li> <li>• Empathy</li> </ul> |

| Formative Assessments  | Summative Assessments  |
|--|--|
| <ul style="list-style-type: none"> <li>• Ticket out the door</li> <li>• Graded warm-ups</li> <li>• Journal Checks</li> <li>• Think/Pair/Share</li> <li>• Poster Questions</li> </ul> | <ul style="list-style-type: none"> <li>• Mid Unit Multiple Choice Assessment</li> <li>• End of the unit assessment- 4 narrative writing pieces with research embedded</li> </ul> |

| Key Learning Activities   | Key Resources/Texts  |
|---|--|
| <ul style="list-style-type: none"> <li>• Four corners</li> <li>• Journal writes</li> <li>• Book Groups</li> <li>• Class discussion</li> <li>• Library research</li> </ul> | <p>Complex, Engaging Excerpts for Shared/Close Reading:<br/>NewsELA articles [can be leveled]</p> <p>High interest books/excerpts for independent reading/book clubs:</p> <p>Other texts supportive of the theme including, but not limited to, the following books:</p> <p><i>Diary of Anne Frank</i><br/> <i>The Boy in the Striped Pajamas</i><br/> <i>The Boy Who Dared</i><br/> <i>Sarah's Key</i><br/> <i>Hotel on the Corner of Bitter and Sweet</i><br/> <i>Eva's Story</i><br/> <i>Life in a Jar, Irena Sendler Story</i><br/> <i>A Boy No More</i><br/> <i>Grenade</i></p> |





## Grade 8 Unit 4: Finding Your Voice

### Unit 4: Finding Your Voice

**Timeframe: 10 weeks**

**Description:** This unit will incorporate both poetry and non-fiction articles. Students will focus on paired passages which share a similar central idea. They will read, annotate, discuss, and then write about these, using in-text citations. Additionally, students will explore a variety of poem formats, and use their authentic voices to express their creativity, speak their truths, and empower themselves and others.

**Reading:** Students will read a variety of paired poems and articles on topics of current interest. For example, fame, social media, importance of family etc. Students will be exposed to reading poetry through the library resources to have a wide range of examples of what poetry can look like and evolve into. As well, students will read the poetry of their classmates, offering feedback and having the opportunity to read a great deal of writing.

**Writing:** Students will write several shorter pieces that require them to find similar central ideas from paired passages (in this unit, a poem and a non-fiction article). These writings will be scaffolded so that once students reach the mid-unit writing assessment, they will be able to independently use the skills learned to develop a strong written response with a claim and relevant details and analysis to support the claim. Additionally, students will engage in the process of writing with numerous poems of choice, including an argumentative research poem. In this research “Voice for a Cause” poem, students will research a cause that is important to them. The research will include opposing viewpoints, which will support the argumentative standards for Grade 8. Creativity, student voice, and empowering others through the use of voice will be the focus of many of the written poems students create in this unit.

**Performance Task:** Using their voice for a cause, students will research, create, and perform a poem that is a call to action for the topic of their choice.

| Big Ideas/Essential Understandings   | Essential Questions   |
|--|---|
| <ul style="list-style-type: none"><li>Words hold power to cause changes big and small</li><li>Finding and using your voice helps you become a self actualized person</li></ul> | <p>How does poetry contribute to our understanding of self, others, and the world?</p> <p>How can you use your voice to empower yourself and motivate others?</p> |

## Standards

### Reading:

- 8R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings.
- 8R5: In literary texts, and informational texts, compares and contrast the structures of two or more texts in order to analyze how the differing structure of each text contributes to overall meaning, style, theme or central idea.
- 8R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.

### Language:

- 8SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
- 8SL2: Analyze the purpose of information presented in diverse format (e.g., including visual, quantitative, and oral) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- 8SL3: Delineate a speaker's argument and specific claims, evaluating for sound reasoning, and the relevance and sufficiency of the evidence; identify when irrelevant evidence is introduced.
- 8SL6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### Writing:

- 8W1: Write arguments to support claims with clear reasons and relevant evidence.
- 8W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience; explain divergences from the original text when appropriate.
- 8W5: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 8W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

### Speaking and Listening:

- 8L1: Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.
- 8L2: Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.
- 8L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 8L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 8L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

| Content/Knowledge   | Skills/Reasoning (Verb)   |
|---|---|
| <ul style="list-style-type: none"><li>• Literary terms in independent practice</li><li>• Research skills continuation</li><li>•</li></ul> | <ul style="list-style-type: none"><li>• Students will consider opposing viewpoints to “voice for a cause”</li><li>• Students will generate original poems using a variety of assigned figurative language terms</li></ul> |

| Vocabulary  |  |
|---|--|
| Words for Direct Instruction<br>(Share with ELL/SPED teachers)                                    | Words to Play With/Use in Writing                            |
| <ul style="list-style-type: none"> <li>• Refutation</li> <li>• Stanza</li> <li>• Cause</li> </ul> | <ul style="list-style-type: none"> <li>• Activist</li> </ul> |

| Formative Assessments   | Summative Assessments  |
|---|--|
| <ul style="list-style-type: none"> <li>• Several paired readings (poems and non-fiction articles) with quick writes, including internal citations.</li> <li>• Drafts of poetry, which will allow students to experiment with author's craft (word choice, figurative language, etc.)</li> <li>• Drafts of poetry, which will allow for revision and editing.</li> <li>• Research gathering graphic organizers (working on paraphrasing and analyzing the importance of evidence gathered).</li> <li>• Class discussions centered around research-related evidence and opposing viewpoints.</li> </ul> | <ul style="list-style-type: none"> <li>• Mid-Unit Assessment (writing) focused on paired passages with common central idea</li> <li>• End of Unit Assessment (performance): Spoken Word Poem conveying an authentic "voice for a cause" in which research is embedded to enhance the meaning and appeal to the audience</li> </ul> |

| Key Learning Activities   | Key Resources/Texts  |
|---|--|
| <ul style="list-style-type: none"> <li>• Quick writes</li> <li>• Original Poetry</li> <li>• Discussion (regarding research, opposing viewpoints, etc.)</li> </ul> | <p>Complex, Engaging Excerpts for Shared/Close Reading:</p> <p><b>Poems will include, but will not be limited to:</b><br/>         "Fame is a bee"- Emily Dickinson<br/>         "Neighbors"- Janet Wong<br/>         "Quilt" (Anonymous)</p> <p><b>NewsELA articles will include, but will not be limited to:</b><br/>         "NFL Brothers Share Superbowl Titles and a Kidney"</p> |

|  |  |
|--|--|
|  | <p>“Young people need to be more interactive to overcome loneliness”</p> <p>“Youtube is the new way to get famous”</p> <p>“Illinois high schools tries to make lockers more appealing to students”</p> <p>Other supportive texts related to theme- poetry books provided by Linda Tabit, school librarian.</p> |
|--|--|

## Grade Journalism Unit: 4

### Unit 4: Video Journalism

**Timeframe: 4 weeks (10 classes)**

**Description:** This unit is the impetus for the curriculum scope and sequence. This class will be responsible for planning, writing, filming, producing, and publishing a weekly morning news show. The show will incorporate school news and special features that are created by the journalism class. This unit will provide a basic foundation in video production and editing, and provide inroads for students through group projects in video composition.

**Reading:** Most of the reading or media for this unit will come from student-led discussion leadership on video news, and from prior projects. Students will view and respond to current video news productions, and use past years' video projects as models for their own production.

**Writing:** The writing for this unit will be split between video production and reflection. Students will compose using digital video software, phones and cameras. This will be a collaborative composition. Students will also write heuristic reflections on the process, decisions, and effectiveness of their production. In addition, they will create discussion questions to accompany their discussion leadership videos, and after, reflect on the success of the discussion.

**Performance Task:** Students will compose two video projects for this unit. First, they will make a video theme reflecting on their ideas about Victor Senior High. The second project will follow the style of video news production and highlight an event or person in the school. Students will also select and share a video for a discussion leadership, then reflect on the process.

| Big Ideas/Essential Understandings  | Essential Questions  |
|---|--|
| <ul style="list-style-type: none"><li>• The role of video in the news media.</li><li>• The elements of successful and effective video production.</li></ul> | <ul style="list-style-type: none"><li>• What makes a video effective at telling a story?</li><li>• How can we engage and inform our audience through video presentation?</li></ul> |

### Standards

#### Reading:

- 11-12R6: Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). (RI&RL)
- 11-12R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.

**Language:**

- Core conventions:
  - Use parallel structure.
  - Use various types of phrases and clauses to add variety and interest to writing or presentations.
- 11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Writing:**

- 11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - 11-12W2b:\*\* Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
- 11-12W4: Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain connections between the original and the created work.

**Speaking and Listening:**

- 11-12SL1c: Pose and respond to questions that probe reasoning and evidence; address a full range of positions; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- 11-12SL4: Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience.
- 11-12SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.

| Content/Knowledge  | Skills/Reasoning (Verb)   |
|--|---|
| <ul style="list-style-type: none"><li>• The basic skills and vocabulary of digital video production.</li><li>• The structure and elements of video journalism.</li></ul> | <ul style="list-style-type: none"><li>• Plan a video theme project in a small group, then acquire footage and produce video</li><li>• Coordinate, shoot, and edit a solo/duo video featuring a school event or individual</li></ul> |

**Vocabulary**

Words for Direct Instruction  
(Share with ELL/SPED teachers)

- Shot
- Cut
- Splice
- Clip
- Frame
- Transition
- Slot

| Formative Assessments   | Summative Assessments  |
|---|--|
| <ul style="list-style-type: none"> <li>• Discussion leadership participation</li> <li>• Class discussions</li> <li>• Daily written reflections</li> </ul> | <ul style="list-style-type: none"> <li>• Video Discussion Leadership and reflection</li> <li>• Victor is _____ Video theme (group project)</li> <li>• Event coverage or individual feature (solo/duo project)</li> <li>• Production heuristics.</li> </ul> |

| Key Learning Activities  | Key Resources/Texts   |
|--|---|
| <ul style="list-style-type: none"> <li>• Creating a survey and selecting title for morning show.</li> <li>• Auditioning and selecting anchors.</li> <li>• Producing at least 2 episodes of the morning show</li> </ul> | <p>Complex, Engaging Excerpts for Shared/Close Reading:</p> <ul style="list-style-type: none"> <li>- Previous year's video themes and projects</li> <li>- Episodes of the <i>Victor Morning Show</i></li> <li>- "The Newswrap" <ul style="list-style-type: none"> <li>- Judy Woodruff, <i>PBS Newshour</i></li> </ul> </li> <li>- Video discussion leaderships (student selected)</li> <li>- Viewing of current projects</li> </ul> |

## Grade: Journalism Unit: 2

### Unit 2: Journalism at Victor

**Timeframe: 2 weeks (5 classes)**

**Description:** This unit brings the focus of the course to our classroom, our school, and our publication. In this unit, students will begin by reading hard-hitting award-winning student journalism. This writing will be paired with coverage of those pieces, and a discussion of the responsibilities and protections of student journalists. We will then shift into a discussion of what journalism has done at Victor, and what we want it to do.

**Reading:** We will read pieces from student journalists, from the *New York Times*, and from our own *Victor Voice*. These readings will be paired with videos from *BBC* and *The Washington Post*. This range of materials will show students the varied approaches to writing, and provide touchstone texts as models.

**Writing:** This unit will feature our first formal story assignments. After we brainstorm a list of possible stories, both for current production and later in the year, students will select a story to work on, and conduct interviews and research to use. They will follow the “Blackbox” structure to journalism work from the American Press Institute.

**Performance Task:** The major performance task of this unit requires students to undertake the process of acquiring facts and information, and compiling, organizing, and writing a piece of journalism for publication. Each student will be responsible for not only writing and editing their own pieces, but also acquiring pictures and laying out their story.

| Big Ideas/Essential Understandings  | Essential Questions   |
|---|---|
| <ul style="list-style-type: none"><li>• The range and potential of a student journalist.</li><li>• The legal and school code of conduct position of a student journalist.</li><li>• The goals of our staff.</li></ul> | <ul style="list-style-type: none"><li>• What do good stories do, how do they do it?</li><li>• What is the responsibility and potential for our staff?</li><li>• What do we want our product to look like?</li></ul> |

### Standards

#### Reading:

- 11-12R7:(RL) In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem.

#### Language:

- 11-12L6: Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.



**Writing:**

- 11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - 11-12W2d: Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.

**Speaking and Listening:**

- 11-12SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.
  - 11-12SL1d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

| Content/Knowledge   | Skills/Reasoning (Verb)   |
|---|---|
| <ul style="list-style-type: none"><li>• The process of writing for journalism</li><li>• The legal rights of student journalists</li></ul> | <ul style="list-style-type: none"><li>• Discuss the reach and potential for student journalism</li><li>• Understand the limitations and protections for student journalists</li><li>• Research, write, and edit first website stories</li></ul> |

**Vocabulary**

Words for Direct Instruction  
(Share with ELL/SPED teachers)

- Caption
- Freedom of the Press
- Censorship
- Libel

| Formative Assessments  | Summative Assessments  |
|--|--|
| <ul style="list-style-type: none"><li>• First and second drafts of story</li><li>• Daily reflections</li><li>• Reading responses</li></ul> | <ul style="list-style-type: none"><li>• Final draft submission for publication</li></ul> |

| Key Learning Activities   | Key Resources/Texts   |
|---|---|
| <ul style="list-style-type: none"> <li>• Reading and responding to pieces by, and about student journalism.</li> <li>• Reflection on past pieces in <i>The Victor Voice</i>.</li> <li>• Viewing videos on Journalism</li> <li>• Discussion of student journalism</li> <li>• Creation of goal statement for staff</li> <li>• Nominations for Editor positions</li> </ul> | <p>Complex, Engaging Excerpts for Shared/Close Reading:</p> <ul style="list-style-type: none"> <li>- “District Hires New Principal” <ul style="list-style-type: none"> <li>- Booster Redux Staff, <i>Booster Redux</i></li> </ul> </li> <li>- “High School Journalists Land a Scoop, and the Principal Resigns” <ul style="list-style-type: none"> <li>- Christopher Mele, <i>NYT</i></li> </ul> </li> <li>- “Student Journalist Uncovers High School’s Use of Prison Labor” <ul style="list-style-type: none"> <li>- Mariel Padilla, <i>NYT</i></li> </ul> </li> <li>- “Tips from Bob Woodward on investigative journalism” <ul style="list-style-type: none"> <li>- <i>Washington Post</i></li> </ul> </li> <li>- “Principles of good writing for news” <ul style="list-style-type: none"> <li>- Allan Little, <i>BBC</i></li> </ul> </li> </ul> <p>Other supportive texts related to theme:</p> <ul style="list-style-type: none"> <li>- Past <i>Victor Voice</i> stories</li> </ul> |

## Grade Journalism Unit: 3

### Unit 3: Modern Journalism/Digital Literacy

**Timeframe: 4 weeks (10 classes)**

**Description:** As print journalism has faded away, the rise of online and video journalism has demanded the acquisition of skills in digital media literacy. This unit will challenge students to evaluate the sources they read, the websites they skim, and the content they produce through the lens of credibility and import.

This unit will also examine the impact that the current political landscape has on our journalistic discourse, in addition to the rapidly dwindling attention spans and varied interests of the modern citizen.

**Reading:** Students will read a range of articles from credible digital sources. Each of these articles discusses the state of journalism in the modern digital and cultural landscape. Students will also view interviews and presentations on credibility and truth in journalism. Finally, students will provide brief readings for discussion leadership; the whole class will read the piece and participate in the discussion.

**Writing:** In this unit, students will respond to their own digital media consumption habits, and evaluate their own approaches to credibility. As our website provides the ability to incorporate multiple types of media, students will integrate their own writing with video or audio media on our website for a more interactive reading experience.

**Performance Task:** Students will be expected to select a story from a class generated list. Students will then compose and produce these stories. Each story will be required to incorporate some element of digital media to present a more complex, multimodal product. Students will also be responsible for selecting an appropriate class-wide piece, then leading a discussion on the piece and writing a personal reflection on the process.

| Big Ideas/Essential Understandings  | Essential Questions  |
|---|--|
| <ul style="list-style-type: none"><li>• The role of trust as both readers and writers of journalism.</li><li>• The complex relationship between platform and content.</li></ul> | <ul style="list-style-type: none"><li>• Why don't we trust the media?</li><li>• How do we know if a source is credible, or the information accurate?</li><li>• How can we present our content in a way that will engage readers and display credibility?</li></ul> |

### Standards

#### Reading:

- 11-12R6: Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g.,

persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). (RI&RL)

- 11-12R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)

### Language:

- 11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Writing:

- 11-12W2b: Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
- 11-12W7: Gather relevant information from multiple sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism, over reliance on one source, and follow a standard format for citation.

### Speaking and Listening:

- 11-12SL1c:\*\* Pose and respond to questions that probe reasoning and evidence; address a full range of positions; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- 11-12SL2: Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems.

| Content/Knowledge  | Skills/Reasoning (Verb)  |
|--|--|
| <ul style="list-style-type: none"><li>• The process of laying out and embedding multimedia on a website.</li><li>• The state of media journalism today.</li><li>• The role of social media in journalism and trust</li></ul> | <ul style="list-style-type: none"><li>• Develop skills in evaluating the credibility of modern journalism.</li><li>• Engage in discussions and criticism of modern digital journalism.</li><li>• Produce a multimodal story that is both engaging and credible</li></ul> |

### Vocabulary

Words for Direct Instruction  
(Share with ELL/SPED teachers)

- Embed
- multimedia/multimodal
- The Seven paragraph rule
- Marketplace of ideas
- Confirmation bias

| Formative Assessments   | Summative Assessments  |
|---|--|
| <ul style="list-style-type: none"> <li>• Class discussion of readings</li> <li>• Personal responses to media experience and consumption</li> <li>• Draft of multimedia piece.</li> <li>• Discussion leadership participation</li> </ul> | <ul style="list-style-type: none"> <li>• Digital media calendar tracking media consumption</li> <li>• Multimedia story for website, incorporating at least one video or audio clip.</li> <li>• Credibility evaluation and response. Students will read short pieces and evaluate the credibility of the source, information, and publication.</li> <li>• Print Discussion leadership and reflection</li> </ul> |

| Key Learning Activities  | Key Resources/Texts  |
|--|--|
| <ul style="list-style-type: none"> <li>• Evaluating our own relationship with credibility and trust in the media</li> <li>• Written responses and discussions of texts</li> <li>• Class brainstorm of stories</li> <li>• Individual planning, researching, organizing, writing, editing and publishing of stories</li> </ul> | <p>Complex, Engaging Excerpts for Shared/Close Reading:</p> <ul style="list-style-type: none"> <li>- “Journalism isn’t dying. It’s returning to its roots” <ul style="list-style-type: none"> <li>- Antonio Garcia Martinez, <i>Wired</i></li> </ul> </li> <li>- “How President Trump is saving journalism” <ul style="list-style-type: none"> <li>- Frank Miniter, <i>Forbes</i></li> </ul> </li> <li>- “Did a Robot write this? How AI is impacting journalism” <ul style="list-style-type: none"> <li>- Nicole Martin, <i>Forbes</i></li> </ul> </li> <li>- “Student Journalism in the Age of Media Distrust” <ul style="list-style-type: none"> <li>- Adam Harris, <i>The Atlantic</i></li> </ul> </li> <li>- “Trump has changed how teens view the news” <ul style="list-style-type: none"> <li>- Taylor Lorenz, <i>The Atlantic</i></li> </ul> </li> <li>- “We get the journalism we deserve” <ul style="list-style-type: none"> <li>- Akshat Rathi, <i>QZ</i></li> </ul> </li> </ul> <p>Other supportive texts related to theme:</p> <ul style="list-style-type: none"> <li>- “What’s Killing Journalism?” <ul style="list-style-type: none"> <li>- Brittany Karford Rogers, <i>BYU Magazine</i></li> </ul> </li> <li>- “How fake news does real harm” <ul style="list-style-type: none"> <li>- Stephanie Busari, <i>TED</i></li> </ul> </li> <li>- “How to seek truth in the era of Fake News” <ul style="list-style-type: none"> <li>- Christaine Amanpour, <i>TED</i></li> </ul> </li> </ul> |

## Grade Journalism Unit: 4

### Unit 4: Video Journalism

**Timeframe: 4 weeks (10 classes)**

**Description:** This unit is the impetus for the curriculum scope and sequence. This class will be responsible for planning, writing, filming, producing, and publishing a weekly morning news show. The show will incorporate school news and special features that are created by the journalism class. This unit will provide a basic foundation in video production and editing, and provide inroads for students through group projects in video composition.

**Reading:** Most of the reading or media for this unit will come from student-led discussion leadership on video news, and from prior projects. Students will view and respond to current video news productions, and use past years' video projects as models for their own production.

**Writing:** The writing for this unit will be split between video production and reflection. Students will compose using digital video software, phones and cameras. This will be a collaborative composition. Students will also write heuristic reflections on the process, decisions, and effectiveness of their production. In addition, they will create discussion questions to accompany their discussion leadership videos, and after, reflect on the success of the discussion.

**Performance Task:** Students will compose two video projects for this unit. First, they will make a video theme reflecting on their ideas about Victor Senior High. The second project will follow the style of video news production and highlight an event or person in the school. Students will also select and share a video for a discussion leadership, then reflect on the process.

| Big Ideas/Essential Understandings  | Essential Questions  |
|---|--|
| <ul style="list-style-type: none"><li>• The role of video in the news media.</li><li>• The elements of successful and effective video production.</li></ul> | <ul style="list-style-type: none"><li>• What makes a video effective at telling a story?</li><li>• How can we engage and inform our audience through video presentation?</li></ul> |

| Standards  |
|--|
| <p><b>Reading:</b></p> <ul style="list-style-type: none"><li>• 11-12R6: Analyze how authors employ point of view, perspective, and purpose, to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). (RI&amp;RL)</li><li>• 11-12R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences.</li></ul> |

**Language:**

- Core conventions:
  - Use parallel structure.
  - Use various types of phrases and clauses to add variety and interest to writing or presentations.
- 11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Writing:**

- 11-12W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - 11-12W2b:\*\* Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.
- 11-12W4: Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain connections between the original and the created work.

**Speaking and Listening:**

- 11-12SL1c: Pose and respond to questions that probe reasoning and evidence; address a full range of positions; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- 11-12SL4: Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience.
- 11-12SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.

| Content/Knowledge  | Skills/Reasoning (Verb)   |
|--|---|
| <ul style="list-style-type: none"><li>• The basic skills and vocabulary of digital video production.</li><li>• The structure and elements of video journalism.</li></ul> | <ul style="list-style-type: none"><li>• Plan a video theme project in a small group, then acquire footage and produce video</li><li>• Coordinate, shoot, and edit a solo/duo video featuring a school event or individual</li></ul> |

**Vocabulary**

Words for Direct Instruction  
(Share with ELL/SPED teachers)

- Shot
- Cut
- Splice
- Clip
- Frame
- Transition
- Slot

| Formative Assessments   | Summative Assessments  |
|---|--|
| <ul style="list-style-type: none"> <li>• Discussion leadership participation</li> <li>• Class discussions</li> <li>• Daily written reflections</li> </ul> | <ul style="list-style-type: none"> <li>• Video Discussion Leadership and reflection</li> <li>• Victor is _____ Video theme (group project)</li> <li>• Event coverage or individual feature (solo/duo project)</li> <li>• Production heuristics.</li> </ul> |

| Key Learning Activities  | Key Resources/Texts   |
|--|---|
| <ul style="list-style-type: none"> <li>• Creating a survey and selecting title for morning show.</li> <li>• Auditioning and selecting anchors.</li> <li>• Producing at least 2 episodes of the morning show</li> </ul> | <p>Complex, Engaging Excerpts for Shared/Close Reading:</p> <ul style="list-style-type: none"> <li>- Previous year's video themes and projects</li> <li>- Episodes of the <i>Victor Morning Show</i></li> <li>- "The Newswrap" <ul style="list-style-type: none"> <li>- Judy Woodruff, <i>PBS Newshour</i></li> </ul> </li> <li>- Video discussion leaderships (student selected)</li> <li>- Viewing of current projects</li> </ul> |



# Victor CSD – Chemistry Insights Curriculum 2019-2020

Written by Kristina Sykes and Amy Rotoli

Key: Science & Engineering Practices (SEP), Disciplinary Core Ideas (DCI), Crosscutting Concepts(CC) (Modeled after NYSSL: 2017)

|                               |   |
|-------------------------------|---|
| <b>Grade: 11th-12th grade</b> | <b>Time Frame</b><br>(5.5) 85 minute blocks |
| <b>Unit 1: Matter</b>         | <b>Actual Time</b>                          |

## Desired Results

### NYS P-12 Science Learning Standards & Foundations

#### SEP

- Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.
- Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.
- Construct and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.
- Conduct an investigation to produce data to serve as the basis for evidence that meet the goals of an investigation.
- Analyze and interpret data to determine similarities and differences in findings.
- Science knowledge is based upon logical and conceptual connections between evidence and explanations

#### CCC:

- Cause and effect relationships may be used to predict phenomena in natural systems.
- Science assumes that objects and events in natural systems occur in consistent patterns that are understandable through measurement and observation
- Graphs, charts, and images can be used to identify patterns in data

#### DCI:

- PS1: Matter and its interactions
  - HS-PS1-3: Bulk scale structure
- PS2: Forces and Interactions
  - HS-PS2-6: Molecular-level structure of materials
- MS-PS1: Chemical Reactions
  - MS-PS1-5: Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved

Victor CSD – Chemistry Insights Curriculum 2019-2020

| Enduring Understandings  | Essential Questions  |
|--|--|
| <ul style="list-style-type: none"> <li>• Matter can be classified as elements, compounds, and mixtures.</li> <li>• Matter can exist as a solid, liquid, or gas.</li> <li>• Matter change phases.</li> <li>• Matter can be separated by using its physical properties.</li> </ul>   | <ul style="list-style-type: none"> <li>• Can I use diagrams and chemical symbols to differentiate between elements, compounds, and mixtures?</li> <li>• Can I demonstrate the differences between solids, liquids, and gases using particle models?</li> <li>• Can I identify appropriate techniques to physically separate homogeneous and heterogeneous mixtures?</li> </ul> |
| Skills   | Vocabulary   |
| <ul style="list-style-type: none"> <li>• Plan an experiment to physically separate matter</li> <li>• Represent data in a table/graph form</li> <li>• Interpret data and understand relationships represented by a diagram</li> <li>• Accurately use scientific tools to obtain data</li> <li>• Effectively communicate scientific conclusions</li> </ul> | <ul style="list-style-type: none"> <li>• Matter</li> <li>• Element</li> <li>• Mixture</li> <li>• Homogeneous</li> <li>• Heterogeneous</li> <li>• Compound</li> <li>• Isotope</li> <li>• Ion</li> <li>• Atom</li> <li>• Particle</li> <li>• Molecule</li> <li>• Conservation of Mass</li> <li>• Chemical Formula</li> </ul>   |

Evidence

| Summative and Formative Assessment(s)  |
|--|
| <ul style="list-style-type: none"> <li>• Vocabulary Quiz</li> <li>• Matter Quiz</li> </ul> |

Learning Plan

| Learning Activities  | Resources  |
|--|--|
| <ul style="list-style-type: none"> <li>• States of Matter Card Sort</li> <li>• POGIL: Classification of Matter</li> <li>• Nuttium and Boltium Lab</li> </ul> | <ul style="list-style-type: none"> <li>• POGIL book</li> <li>• Active Chemistry website</li> </ul> |

# Victor CSD – Chemistry Insights Curriculum 2019-2020

- Design a Lab: Separation of a Mixture

|                               |   |
|-------------------------------|---|
| <b>Grade: 11th-12th grade</b> | <b>Time Frame</b><br>(4.5) 85 minute blocks |
| <b>Unit 2: The Atom</b>       | <b>Actual Time</b>                          |

## Desired Results

### NYS P-12 Science Learning Standards & Foundations

#### SEP

- Developing and using models
- Constructing explanations
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

#### CCC:

- Patterns
- Systems and system models
- Structure and function
- Scale and proportion

#### DCI:

- PS1 : Structure and Properties of Matter
  - MS-PS1-1: Develop models to describe the atomic composition of simple molecules and extended structures.

### Enduring Understandings

- Atoms are composed of three subatomic particles: protons, electrons, and neutrons.
- Neutrons and protons are found inside the nucleus.
- Electrons are found outside of the nucleus.
- Bohr model places the electrons in the following configuration: 2-8-18
- Ions are formed when an atom loses or gains one or more electrons.

### Essential Questions

- Can I contrast Bohr's model of the atom with particle models of elements?
- Can I identify the contribution made by protons, neutrons, and electrons to the traits of an atom in regard to identity, mass, charge, chemical reactivity, and nuclear stability?
- Can I explain connections between the structure and stability of the nucleus of an atom?
- Can I use Bohr's electron configurations to place electrons into a model of a stable element?

## Victor CSD – Chemistry Insights Curriculum 2019-2020

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>Isotopes are two atoms of the same element that have the same number of protons but different numbers of neutrons in the nucleus.</li> </ul> | <ul style="list-style-type: none"> <li>Can I explain why an atom would want to gain or lose electrons?</li> <li>Can I model the gain or loss of electrons?</li> </ul> |
| <b>Skills</b>   | <b>Vocabulary</b>   |
| <ul style="list-style-type: none"> <li>Build an atom using a computer simulation</li> <li>Draw a model of an atom</li> <li>Draw an ion of an atom</li> </ul>                        | <ul style="list-style-type: none"> <li>Atom</li> <li>Nucleus</li> <li>Proton</li> <li>Neutron</li> <li>Electron</li> <li>Isotope</li> <li>Ion</li> </ul>              |

### Evidence

|  |
|--|
| <b>Summative and Formative Assessment(s)</b>   |
| <ul style="list-style-type: none"> <li>Vocabulary Quiz</li> <li>Atom Quiz</li> </ul> |

### Learning Plan

|  |   |
|--|---|
| <b>Learning Activities</b>   | <b>Resources</b>  |
| <ul style="list-style-type: none"> <li>Build an Atom PhET lab</li> <li>Bohr Model notes and activities</li> <li>Notes</li> <li>Flame test demonstration</li> </ul> | <ul style="list-style-type: none"> <li>PhET simulation - Build an Atom</li> <li>Active Chemistry</li> </ul> |

|                                   |   |
|-----------------------------------|---|
| <b>Grade: 11th-12th grade</b>     | <b>Time Frame</b><br>(6) 85 minute blocks |
| <b>Unit 3: The Periodic Table</b> | <b>Actual Time</b>                        |

**Desired Results****NYS P-12 Science Learning Standards & Foundations****SEP**

- Developing and using models
- Constructing explanations
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

**CCC:**

- Patterns
- Systems and system models
- Energy flow and conservation
- Structure and function

**DCI:**

- **PS1: Matter and its Interactions**
  - **HS-PS2-1: Use the Periodic Table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms**

**Enduring Understandings**

- Properties of the elements
- Names of Groups/Families
- Organization of the Periodic Table
- Periodic Trends

**Essential Questions**

- Can I use patterns in electron loss/gain to explain the division of the Periodic Table into metals and nonmetals?
- Can I the table to identify properties of a given element?
- Can I identify the names of the different groups/families of the Periodic Table?

**Skills**

- Ability to identify an element as a metal, nonmetal, or metalloid
- Ability to name groups 1,2, 3-12, 17, and 18
- Ability to identify atomic radius and density trends on the periodic table

**Vocabulary**

- Group/Family
- Atomic Radius
- Period
- Metal
- Nonmetal
- Semimetal/Metalloid

Victor CSD – Chemistry Insights Curriculum 2019-2020

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Density</li> <li>• Periodicity (Periodic Law)</li> <li>• Trend</li> <li>• Valence electron</li> <li>• Periodic Table</li> <li>• Alkali Metal</li> <li>• Alkaline Earth Metal</li> <li>• Transition Metals</li> <li>• Halogens</li> <li>• Noble Gases</li> </ul> |
|--|--|

**Evidence**

| <b>Summative and Formative Assessment(s)</b>  |
|---|
| <ul style="list-style-type: none"> <li>• Vocabulary Quiz</li> <li>• Quiz</li> </ul> |

**Learning Plan**

| <b>Learning Activities</b>  | <b>Resources</b>   |
|---|--|
| <ul style="list-style-type: none"> <li>• Organizing a store</li> <li>• Periodic Table Lab</li> <li>• Density Trend Lab</li> <li>• Notes</li> <li>• Practice Problems</li> <li>• Review</li> </ul> | <ul style="list-style-type: none"> <li>• Active Chemistry</li> </ul> |

|                               |   |
|-------------------------------|---|
| <b>Grade: 11th-12th grade</b> | <b>Time Frame</b><br>(7) 85 minute blocks |
| <b>Unit 4: Bonding</b>        | <b>Actual Time</b>                        |

**Desired Results****NYS P-12 Science Learning Standards & Foundations****SEP**

- Developing and using models
- Constructing explanations
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

**CCC:**

- Patterns
- Systems and system models
- Energy flow and conservation
- Structure and function

**DCI:**

- **PS1: Matter and its Interactions**
  - HS-PS1-2: Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms.
  - HS-PS1-3: Bulk scale structure are determined by electrical forces between and in atoms.
- **PS2: Forces and Interactions**
  - HS-PS2-6: Molecular-level structure of materials
  - HS-PS1-12: Some chemical reactions involve the transfer of electrons as energy conversion occurs within a system.

| <b>Enduring Understandings</b>  | <b>Essential Questions</b>  |
|---|---|
| <ul style="list-style-type: none"> <li>• Ionic bonding is when a metal transfers their valence electrons to a nonmetal.</li> <li>• A covalent bond is when two or more nonmetals share valence electrons.</li> <li>• IUPAC rules for naming compounds and molecules.</li> </ul> | <ul style="list-style-type: none"> <li>• Can I distinguish between an ionic and covalent bond?</li> <li>• Can I write an appropriate chemical formula given two elements?</li> <li>• Can I write an appropriate IUPAC name for a molecule or compound?</li> </ul> |

Victor CSD – Chemistry Insights Curriculum 2019-2020

| Skills  | Vocabulary   |
|---|--|
| <ul style="list-style-type: none"> <li>Identify a molecule as ionic or covalent.</li> <li>Draw a Lewis Dot diagram for both an ionic and covalent compound.</li> <li>Name ionic and covalent compounds</li> </ul> | <ul style="list-style-type: none"> <li>Ionic</li> <li>Covalent</li> <li>Lewis Dot diagram</li> <li>Polyatomic ion</li> <li>Cation</li> <li>Anion</li> <li>Oxidation state</li> </ul> |

**Evidence**

| Summative and Formative Assessment(s)   |
|---|
| <ul style="list-style-type: none"> <li>Vocabulary Quiz</li> <li>Bonding Quiz</li> </ul> |

**Learning Plan**

| Learning Activities  | Resources  |
|--|--|
| <ul style="list-style-type: none"> <li>Bonding activity (Facebook)</li> <li>Lewis dot diagrams</li> <li>Roll a Formula</li> <li>Notes</li> <li>Worksheets</li> </ul> | <ul style="list-style-type: none"> <li>Active Chemistry</li> </ul> |



|                                   |   |
|-----------------------------------|---|
| <b>Grade: 11th-12th grade</b>     | <b>Time Frame</b><br>(6) 85 minute blocks |
| <b>Unit 5: Chemical Reactions</b> | <b>Actual Time</b>                        |

**Desired Results****NYS P-12 Science Learning Standards & Foundations****SEP**

- Developing and using models
- Constructing explanations
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

**CCC:**

- Patterns
- Systems and system models
- Energy flow and conservation
- Structure and function

**DCI:**

- HS-PS1: Chemical Reactions
  - HS-PS2: Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.
  - HS-PS-7. Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.
- HS-PS1: Matter and its Interactions
  - HS-PS1-2: Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms.
- HS-PS2: Forces and Interactions
  - HS-PS2-6: Molecular-level structure of materials
  - HS-PS1-12: Some chemical reactions involve the transfer of electrons as energy conversion occurs within a system.

**Enduring Understandings****Essential Questions**

## Victor CSD – Chemistry Insights Curriculum 2019-2020

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>When a chemical or physical change takes place matter/mass is conserved.</li> </ul>   | <ul style="list-style-type: none"> <li>Can I distinguish between a physical and a chemical change?</li> <li>Can I balance a chemical equation?</li> <li>Can I show, through experimentation, that mass is conserved in a chemical reaction?</li> </ul>   |
| <b>Skills</b> <ul style="list-style-type: none"> <li>Writing/balancing chemical equations</li> <li>Recognize all chemical and physical changes observe the Law of Conservation of Matter.</li> <li>Recognize single replacement, synthesis, decomposition and combustion reactions.</li> </ul> | <b>Vocabulary</b> <ul style="list-style-type: none"> <li>Chemical reaction/change</li> <li>Physical change</li> <li>Synthesis reaction</li> <li>Decomposition reaction</li> <li>Combustion reaction</li> <li>Single Replacement reaction</li> <li>Double Replacement reaction</li> <li>Law of Conservation of Matter</li> <li>Coefficient</li> </ul> |

### Evidence

|   |
|---|
| <b>Summative and Formative Assessment(s)</b> <ul style="list-style-type: none"> <li>Vocabulary Quiz</li> <li>Unit Quiz</li> </ul> |
|---|

### Learning Plan

|   |   |
|---|---|
| <b>Learning Activities</b> <ul style="list-style-type: none"> <li>Conservation of Matter Lab</li> <li>Single Replacement Lab</li> <li>Notes</li> <li>Worksheets/ guided practice</li> </ul> | <b>Resources</b> <ul style="list-style-type: none"> <li>Active Chemistry</li> </ul> |
|---|---|

|                                |   |
|--------------------------------|---|
| <b>Grade: 11th-12th grade</b>  | <b>Time Frame</b><br>(5) 85 minute blocks |
| <b>Unit 6: Acids and Bases</b> | <b>Actual Time</b>                        |

**Desired Results****NYS P-12 Science Learning Standards & Foundations****SEP**

- Developing and using models
- Constructing explanations
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

**CCC:**

- Patterns
- Systems and system models
- Energy flow and conservation
- Structure and function

**DCI:**

- **HS-PS1: Chemical Reactions**
  - **HS-PS1-11. Plan and conduct an investigation to compare properties and behaviors of acids and bases.**

**Enduring Understandings**

- Acids contain a hydronium ion
- Bases contain a hydroxide ion
- When acids and bases react in a neutralization reaction, a salt and water are produced
- Indicators are a chemical that visually show the pH range of an unknown substance

**Essential Questions**

- Can I distinguish between an acid and a base using an indicator?
- Can I distinguish between an acid and a base based on their pH?
- Can I determine between an acid or a base based upon their chemical formula?

**Skills**

- Recognizing an acid or base from chemical equation.
- Recognizing a neutralization reaction.
- Using indicator solution to identify acids and bases.

**Vocabulary**

- Acid
- Base
- Hydronium ion
- Hydroxide ion
- Neutralization
- Indicator

## Victor CSD – Chemistry Insights Curriculum 2019-2020

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Using a key to determine pH value using an indicator or pH/litmus paper.</li></ul> | <ul style="list-style-type: none"><li>• pH</li></ul> |
|--|--|

### Evidence

#### **Summative and Formative Assessment(s)**

- Vocabulary Quiz
- Unit Quiz

### Learning Plan

#### **Learning Activities**

- Properties of acids and bases lab
- pH of common household substances lab
- Notes
- Worksheets/ guided practice

#### **Resources**

- Active Chemistry

**Victor Central School  
953 High Street  
Victor, New York 14564**

(585) 924-3252 (phone)

(585) 742-7090 (fax)

To: Board Members

From: Maureen Goodberlet

Date: August 1, 2019

**Re: Board Representatives for 2019-2020**

The Board of Education will appoint its 2019-20 representatives to various committees at the August 8th meeting. Please take a few minutes to review the following list and consider what activities you would be interested in during the coming school year. In blue text are the numbers needed for each committee. Feel free to contact me if you have any questions.

|   | 2018-19                                     | 2019-20                      |
|---|---|------------------------------|
| Advocacy Committee<br>(2 members)   | T. DeLucia, M. Vistocco                     |                              |
| Athletic Hall of Fame Committee<br>(1 member)   | C. Parks                                    |                              |
| Audit Committee<br>(3 members)  | T. DeLucia, D. Palumbo-Sanders,<br>M. Young | D. Palumbo-Sanders, C. Parks |
| BOCES Liaison and Alternate<br>(2 members)  | K. Elliott (K. Ballard)                     |                              |
| Campus Improvement Committee<br>(2 members)   | K. Elliott, C. Parks                        |                              |
| District-wide School Safety Team<br>(1 member)  | M. Vistocco                                 |                              |
| Graduates of Distinction<br>Committee<br>(1 member)                                     | K. Elliott                                  |                              |
| Inquiry Program Representative<br>(1 member)  | K. Ballard                                  |                              |
| Monroe County SBA Information<br>Exchange Committee Member<br>and Alternate (2 members) | T. DeLucia,<br>(D. Palumbo-Sanders)         |                              |
| Monroe County SBA Labor<br>Relations Committee Member<br>and Alternate (2 members)      | D. Palumbo-Sanders<br>(T. DeLucia)          |                              |
| Monroe County SBA Legislative<br>Committee Member and<br>Alternate (2 members)          | T. DeLucia, (M. Vistocco)                   |                              |
| NYSSBA Legislative Liaison and<br>Alternate<br>(1 member)                               | T. DeLucia (C. Parks)                       |                              |
| Policy Sub-Committee<br>(2 or 3 members)  | D. Palumbo-Sanders, M. Young                |                              |
| Technology Committee<br>(1 member)  | M. Young                                    |                              |
| Visual and Performing Arts Hall<br>of Fame (1 member)                                   |   |                              |

## **Board of Education Committee Descriptions**

### **Advocacy Sub-Committee:**

This sub-committee of the Board will work with the Superintendent and local legislators to discuss fiscal issues and legislative priorities for the Victor Central School District. This sub-committee will provide guidance on specific legislation being considered. The committee will offer resolutions and positions they believe the Board should consider.

### **Athletic Hall of Fame Committee:**

The Athletic Hall of Fame Committee exists for the purpose of recognizing and celebrating the accomplishments of outstanding athletes, teams, coaches, administrators and Blue Devil supporters, reconnect those individuals and their families with Victor Central Schools, and deepen the current student-athlete understanding and appreciation for the history of the Blue Devil athletes by seeking their participation.

### **Audit Committee:**

This committee consists of three Board members, two of which are the president and vice president. The committee reviews and advises the Board on matters related to the District's independent annual audit and the internal audit.

### **BOCES Liaison and Alternate:**

Coordinate the exchange of information between BOCES and the District.

### **Campus Improvement Committee:**

The purpose of the Campus Improvement Committee is to coordinate, advise and regulate campus improvement requests prior to actual construction and if necessary, presentation to the Board of Education for approval.

### **District-wide School Safety Team:**

This committee includes, but is not limited to, a representative from the Board, student, teacher, administrator, and parent organizations, school safety personnel and other school personnel. This team shall be responsible for the development and review of a comprehensive District-wide school safety plan.

### **Graduates of Distinction Committee:**

The Graduates of Distinction Selection Committee exists for the purpose of recognizing Victor Central School District alumni who have achieved distinction through outstanding accomplishment or significant contribution within their school, family, career, community or personal life; and sharing these accomplishments with the community at large as incentive for current and future students. The Graduates of Distinction Selection Committee may also recognize students who attended Victor schools before there was a high school. (The first graduating senior class at VCS was in 1894.) Such former students will be given the title of Honorary Recognition.

### **Inquiry Program Representative:**

This committee serves in advisory capacity to the Associate Superintendent of Educational Services on matters related to the District's Inquiry Program.

**Monroe County School Boards Association Information Exchange Committee:**

This committee includes one representative and one alternate from each district to discuss current issues in education and plan 1-2 meetings for all Monroe County School Board Association members. The meetings take place the second Wednesday of every month (other than April when the meeting will take place on April 18, 2018 due to spring break). The meetings are held at noon at the Double Tree Inn, 1111 Jefferson Road, Rochester and last between 1 – 1 ½ hours.

**Monroe County School Boards Association Labor Relations Committee:**

This committee includes one representative and one alternate from each district to develop positions on labor issues, share information, and plan a meeting on labor issues for all Monroe County School Boards Association members. The meetings generally take place the last Wednesday of every month (other than January, which will take place on January 17, 2018 and March, which will take place on March 21, 2018). The meetings are held at noon at the Double Tree Inn, 1111 Jefferson Road, Rochester and last between 1 – 1 ½ hours.

**Monroe County School Boards Association Legislative Committee:**

This committee includes one representative and one alternate from each district to review legislation, develop position papers, contact legislators, and educate other Monroe County School Boards Association members on current issues. The group annually sponsors one meeting for all Monroe County School Board Association members, two functions for legislators, and one trip to Albany for meeting with our county's delegation to the New York State Legislature. The meetings take place the first Wednesday of every month (other than April, which will take place on April 11, 2018 due to spring break). The meetings are held at noon at the Double Tree Inn, 1111 Jefferson Road, Rochester and last between 1 – 1 ½ hours.

**NYSSBA Legislative Liaison:**

Representation from each member district is essential to developing a strong grass roots lobbying effort. You are encouraged to actively participate in this effort.

**Policy Sub-Committee:**

This sub-committee of the Board will meet with the Superintendent and District Clerk, on an as needed basis, to help review and/or revise current and/or new policies.

**Technology Committee:**

This committee meets once a month to discuss items related to policy and procedures around the deployment and use of technology as well as the set the direction the District takes.

**Visual and Performing Arts Hall of Fame Committee:**

The Visual and Performing Arts Hall of Fame Committee exists for the purpose of celebrating and honoring the accomplishments of outstanding alumni, staff and community members who have excelled in the arts. The committee would also like to inspire current students to make contributions to the arts by reconnecting those selected for the hall of fame with our students, staff and community.

## **School-wide Prereferral Approaches and Interventions**

The District will implement school-wide approaches and prereferral interventions in order to remediate a student's performance within the general education setting prior to referral to the Committee on Special Education (CSE) for special education. The determination of prevention and prereferral intervention strategies or services will take into consideration the student's strengths, environment, social history, language, and cultural diversity, in addition to the teacher's concerns. The District may also provide a Response to Intervention (RtI) program to eligible students that is developed in accordance with Commissioner's regulations as part of its school-wide approach to improve a student's academic performance prior to a referral for special education.

The provision of programs and/or services for students starts with consideration and implementation of instruction in the general education curriculum, with appropriate supports, or modifications as may be necessary. In implementing prereferral intervention strategies, the District may utilize resources or strategies already in place for qualified students including, but not limited to, services available through Section 504 of the Rehabilitation Act of 1973 and Academic Intervention Services (AIS) as defined in Education Law and/or Commissioner's regulations. The District will have a system in place, with qualified, appropriately certified personnel, for developing, implementing, and evaluating prereferral intervention strategies.

If a student is identified as needing additional instructional support, the District will establish formal Instructional Support Teams (ISTs) in accordance with law, regulations, and District guidelines, as may be applicable, to review information from the student's work, screenings, and assessments. The IST will include representatives from general and special education as well as other disciplines and include individuals with classroom experience, who may then recommend which type of instructional support the student requires and the frequency with which he or she should receive these services or supports. The building administrator will further require that all staff are familiar with intervention procedures and procedures for operating an IST. Parents or persons in parental relation to students will be involved in developing prereferral strategies to address the educational needs of the child. Additionally, the District will seed collaboration between outside agencies and the school prior to a referral of the student to the CSE in order to address necessary student support services.

District administration will also require that opportunities exist for collaboration between general educators and special educators, and that consultation and support are available to teachers and other school personnel to assist parents or persons in parental relation to students and teacher in exploring alternative approaches for meeting the individual needs of any students prior to formal referral for special education.

Prereferral/Intervention Instructional Support Plans will be designed so as to set forth proactive strategies to meet the broad range of individual student needs and to improve student performance. Prereferral/Intervention strategies and/or Instructional Support Plans will be reviewed and evaluated to determine their effectiveness and modified as appropriate. Appropriate documentation of the prevention and/or intervention strategies implemented will be maintained.



If a referral is made to the CSE during the course of implementing prereferral/intervention instructional support services, the CSE is obligated to fulfill its duties and functions, and must meet mandatory time lines in evaluating the student for special education services and implementation of an individualized education program (IEP), if applicable.

### **Educational Related Support Services**

Educational Related Support Services (ERSS) means curriculum and instructional modification services; direct students support team services; assessment and non-career counseling services; special instruction to eligible students with disabilities as defined in Education Law Section 4401, which does not generate excess cost aid including related services but excluding transportation and transition services; and to eligible, qualified students pursuant to Section 504 of the Rehabilitation Act of 1973. These services are provided to eligible students, individually or in groups, and may include those related consultation services provided to their families and related school personnel in order to enhance the academic achievement and attendance of such students. Educational related support services shall also mean speech and language improvement services as defined in Commissioner's Regulations.

ERSS may be utilized as a component of any Prereferral/Intervention Instructional Support Plan.

### **Section 504 of the Rehabilitation Act of 1973**

For students who are qualified for services pursuant to Section 504 of the Rehabilitation Act, but are not classified as students with disabilities as defined in Education Law Section 4401, Section 504 Accommodation Plans may address instructional support services that can be utilized as components of any prereferral/intervention strategies as deemed necessary and/or appropriate.

### **Academic Intervention Services (AIS)**

The Board will provide to students at risk of not achieving state standards with AIS, AIS means additional instruction which supplements the instruction provided in the general education curriculum and assists students in meeting those state learning standards as defined in Commissioner's regulations and/or student support services which may include guidance, counseling, attendance, and study skills which are needed to support improved academic performance. The District will identify students to receive AIS through a two-stem identification process set forth in Commissioner's regulations.

The New York State Education Department requires that students achieving below the NYSED determined median scale scores on the grades 3-8 ELA and mathematics assessments are eligible for and must be considered to receive Academic Intervention Services (AIS). This requirement also provides that additional data may be used in determining if AIS will be provided and the form in which the services are to be provided. In the Victor Central School District, the additional data may include, but are not limited to data from the following:

- Universal Screening Assessments
- Progress Monitoring Assessments
- Benchmark Assessments
- Common Unit Assessments
- Classroom Formative Assessments
- Anecdotal Teacher Observation

Results of these assessments, will be considered holistically and when indicating that a student is performing below grade level expectations, below grade level standards, and/or

failing or at risk of failure, shall indicate that a student is in need of AIS via the RtI program and will be used to determine the appropriate level, type and frequency of RtI services intended to most effectively remediate identified deficiencies.

The District will provide AIS to students who are limited English proficient (LEP) and are determined, through uniformly applied District-developed procedures, to be at risk of not achieving state learning standards in English language arts, mathematics, social studies and/or science, through English or the student's native language.

Parental notification of students who have been determined to need academic intervention services will be provided as per Commissioner's Regulations.

In implementing prevention and/or prereferral intervention support strategies in order to remediate a student's performance prior to referral for special education, the utilization of academic intervention services per Board policy 4325, Response to Intervention (RtI) Processes enumerated in Commissioner's Regulations, may be included as a component of any such Prereferral/Intervention Instructional Support Plan.

**Policy Cross References:**

4325 – Academic Intervention Services

5020.3 – Rights of Students with Disabilities under Section 504

**Ref:**

Section 504 of the Rehabilitation Act of 1973, 29 USC Section 794 et. seq.

Education Law Sections 3602(32), 4401 and 4401-a

8 NYCRR §§ 100.1(g)(p)(r)(s)(t)(v); 100.2 (dd)(4)(ee); 200.2(b)(7); 200.4(a)(2)(9)(c) and Part 154

## **Special Education Personnel**

The Board of Education acknowledges its responsibility to recruit, hire, train and retain highly qualified personnel, as defined in the federal Individuals with Disabilities Education Act (IDEA) and its regulations and in Article 89 of New York State Education law and its regulations, to provide special education programs and services. In addition, the Board is committed to appointing appropriately qualified personnel to the Committee (and subcommittee) on Special Education (CSE) and Committee (and subcommittee) on Preschool Special Education (CPSE).

The Board will fulfill its obligation with regard to special education personnel by taking measurable steps including, but not limited to the following:

1. Actively recruit personnel who possess prior experience working with students with disabilities.
2. Solicit resumes from graduates of institutions of higher education that offer programs in special education.
3. Seek candidates for teaching positions who are dually certified, to the extent possible.
4. Verify that every member of the professional staff participates in annual professional performance reviews and professional development plans.
5. Provide appropriate on-going training and professional development to CSE and CPSE members, and other special education program and service providers to continue their awareness of their obligations and responsibilities under the law.

The Superintendent or his/her designee is responsible for verifying that the professional staff is appropriately certified, licensed and trained and that they meet the "highly qualified" standard established in federal and state law. In the event that highly qualified individuals are not available, despite the best efforts of the administration, the Board recognizes its responsibilities to meet the alternative standards established by the State Education Department.

### Policy Cross References:

4321 – Programs for Students with Disabilities under the IDEA and New York's Education Law Article 89

9240 – Recruiting and Hiring

9700 – Staff Development

Ref: Individuals with Disabilities Education Act, 20 USC §§1412(a)(14); 1413(a)(3);  
34 CFR §§300.156;300.207  
Education Law §4410  
8 NYCRR §§ 200.2(b); 200.2(b)(3,12)

**(X) Required**

☐ Local

☐ Notice

## **SPECIAL EDUCATION PERSONNEL**

*NOTE: This policy is required by federal and state law and regulation.*

The Board acknowledges its responsibility to recruit, hire, train and retain highly qualified personnel, as defined in the federal Individuals with Disabilities Education Act (IDEA) and its accompanying regulations and in Article 89 of New York State Education law and its accompanying regulations, to provide special education programs and services. In addition, the Board is committed to appointing appropriately qualified personnel to the Committee (and subcommittee) on Special Education (CSE) and Committee (and subcommittee) on Preschool Special Education (CPSE).

The Board will fulfill its obligation with regard to special education personnel by taking measurable steps including, but not limited to the following:

1. Actively recruit personnel who possess prior experience working with students with disabilities.
2. Solicit resumes from graduates of institutions of higher education that offer programs in special education.
3. Seek candidates for teaching positions who are dually certified, to the extent possible.
4. Ensure that every member of the professional staff participates in annual professional performance reviews and professional development plans.
5. Provide appropriate on-going training and professional development to CSE and CPSE members, and other special education program and service providers to ensure their continuing awareness of their obligations and responsibilities under the law.

The Superintendent is responsible for ensuring that the professional staff is appropriately certified, licensed and trained and that they meet the “highly qualified” standard established in federal and state law. In the event that highly qualified individuals are not available, despite the best efforts of the administration, the Board recognizes its responsibilities to meet the alternative standards established by the State Education Department. *NOTE: The following statement is optional; it is not required by law. NYSSBA, however, recommends that the Board and Superintendent take the following approach in order to meet their joint responsibilities and to support a successful and legally-compliant special education program.* The Superintendent, in consultation with the [insert appropriate title: i.e., **Director of Pupil Personnel Services or Administrator for Special Education**], shall prepare an annual report to the Board which provides information about the certifications and qualifications of the special education professional personnel, as well as a summary of the professional development opportunities offered.

**NYSSBA Sample Policy 4321.14**

Cross-ref: 4321, Programs for Students with Disabilities  
9240, Recruiting and Hiring  
9700, Staff Development

Ref: Individual with Disabilities Education Act, 20 USC §§ 1412(a)(14), 1413(a)(3)  
34 CFR §§ 300.156, 300.207  
Education Law §4410  
8 NYCRR § 200.2(b)(3,12)

Adoption date:



## **Districtwide and Statewide Assessments of Students with Disabilities**

The Board of Education recognizes the importance of offering access and appropriate testing accommodations to eligible students so that they can participate in assessment programs on an equal basis with their nondisabled peers. Two elements that contribute to an effective assessment program are proper use of accommodations and use of universal design principles in developing and administering tests.

### Testing Accommodations

Testing accommodations provide an opportunity for students with disabilities to:

- Participate in the instructional and assessment program;
- Demonstrate their strengths, knowledge and skills without being restricted by their disability; and
- Provide an accurate measure of the standards being assessed so that appropriate instruction and services can be provided.

Testing accommodations are changes made in the administration of the test in order to remove obstacles to the test-taking process that are presented by the disability without changing the constructs being tested. Examples of testing accommodations are: flexibility in the scheduling/timing; flexibility in the setting for the administration of the test; changes in the method of presentation and changes in the method of response. Testing accommodations are neither intended nor permitted to: alter the construct being measured or invalidate the results, provide an unfair advantage for students with disabilities over students taking the test under standard conditions or substitute for knowledge or abilities that the student has not attained.

The Committee on Special Education, the Subcommittee on Special Education or the Committee on Preschool Special Education is responsible for recommending the appropriate test accommodations and including those recommendations on the student's Individualized Education Program (IEP), Individualized Education Services Program (IESP) or Service Plan (SP). If it determined that a student should participate in alternative assessments instead of the standard statewide or districtwide tests, the CSE must indicate the reasons for doing so on the IEP, IESP or SP. The Section 504 Committee will include the appropriate test accommodations as part of the 504 plan.

The recommendations will be reviewed annually by the CSE, CSE subcommittee, CPSE, or Section 504 Committee. The Board acknowledges the importance of integrating the assessment program with the instructional program and, to that end, encourages effective communication among District staff so that implementation is consistent and fair. The goal is to provide effective assessments that allow students to benefit from their educational program.

In some situations, a building principal may authorize the use of testing accommodations in accordance with this policy. Those instances are limited to cases where a regular education student incurs a disability, such as, but not limited to, a broken arm, without sufficient time for the CSE, CPSE and/or Section 504 Committee to make a recommendation prior to a test.

They do not include cases where the student is already being evaluated to determine his or her eligibility for status as a student with a disability. In exercising this authority, the building principal will rely on his or her professional judgment. He or she also may confer with CSE, CPSE and/or Section 504 Committee members.

#### Universal Design Principles in Districtwide Assessments

The Board of Education recognizes the benefits of using the principles of universal design to provide equal access to districtwide assessments to measure the most accurate performance of all students. The Board directs the Superintendent, in consultation with appropriate school staff, to examine how universal design principles can be incorporated into the District's assessment program, and to facilitate its use to the extent feasible. Any steps taken in this regard will be consistent with this policy and applicable State Education Department policy and/or guidance on the use of universal design principles.

At a minimum, the Superintendent or his/her designee will explore how District assessments can be:

1. Made more usable by students with diverse abilities.
2. Designed to better accommodate a wide range of individual preferences and abilities.
3. Made more understandable.
4. Made to communicate necessary information to students more effectively.
5. Designed to minimize adverse consequences of accidental or unintended actions.
6. Used more efficiently and comfortably and with a minimum of student fatigue.

#### Policy Cross References:

4321 – Programs for Students with Disabilities under the IDEA and New York's Education Law Article 89

4321.5 – Confidentiality and Access to Individualized Education Programs, Individualized Education Services Programs and Service Plans

5020.3 – Rights of Students with Disabilities under Section 504

Ref: Individuals with Disabilities Education Act (IDEA), 20 USC §§ 1401(35);

1412(a)(16)(E)

34 CFR§§ 300.44

Assistive Technology Act, 29 USC 3002(19)

8 NYCRR §§ 200.1(jjj); 200.2(b)(13,14); 200.4(d)(2)(vi)



**(X) Required**

☐ Local

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## **DISTRICTWIDE AND STATEWIDE ASSESSMENTS OF STUDENTS WITH DISABILITIES**

*NOTE: A good source for understanding the overall and specific district responsibilities for providing students with disabilities testing accommodations necessary to measure their academic achievement and functional performance in the administration of districtwide assessments is a publication from the State Education Department's Office of Special Education entitled *Test Access and Accommodations for Students with Disabilities – Policy and Tools to Guide Decision-Making and Implementation*. It is available on the SED website at: <http://www.p12.nysed.gov/specialed>.*

The Board of Education recognizes the importance of offering access and appropriate testing accommodations to eligible students so that they can participate in assessment programs on an equal basis with their nondisabled peers. Two elements that contribute to an effective assessment program are proper use of use of accommodations and use of universal design principles in developing and administering tests.

### Testing Accommodations

Testing accommodations provide an opportunity for students with disabilities to:

- Participate in the instructional and assessment program;
- Demonstrate their strengths, knowledge and skills without being restricted by their disability; and
- Provide an accurate measure of the standards being assessed so that appropriate instruction and services can be provided.

Testing accommodations are changes made in the administration of the test in order to remove obstacles to the test-taking process that are presented by the disability without changing the constructs being tested. Examples of testing accommodations are: flexibility in scheduling/timing; flexibility in the setting for the administration of the test; changes in the method of presentation and changes in the method of response. Testing accommodations are neither intended nor permitted to: alter the construct being measured or invalidate the results, provide an unfair advantage for students with disabilities over students taking the test under standard conditions or substitute for knowledge or abilities that the student has not attained.

The Committee on Special Education, the Subcommittee on Special Education or the Committee on Preschool Special Education is responsible for recommending the appropriate test accommodations and including those recommendations on the student's Individualized



## NYSSBA Sample Policy 4321.7

Education Program (IEP), Individualized Education Services Program (IESP) or Service Plan (SP). If it is determined that a student should participate in alternative assessments instead of the standard statewide or districtwide tests, the CSE must indicate the reasons for doing so on the IEP, IESP or SP. **[Insert appropriate title, i.e., The 504 multidisciplinary committee]** will include the appropriate test accommodations as part the 504 plan.

The recommendations will be reviewed annually by the CSE, CSE subcommittee, CPSE or 504 team. The Board acknowledges the importance of integrating the assessment program with the instructional program and, to that end, encourages effective communication among district staff so that implementation is consistent and fair. The goal is to provide effective assessments that allow students to benefit from their educational program.

In some situations, a building principal may authorize the use of testing accommodations in accordance with this policy. Those instances are limited to cases where a regular education student incurs a disability, such as, but not limited to, a broken arm, without sufficient time for the CSE, CPSE and/or Section 504 Committee to make a recommendation prior to a test. They do not include cases where the student is already being evaluated to determine his or her eligibility for status as a student with a disability. In exercising this authority, the building principal will rely on his or her professional judgment. He or she also may confer with CSE, CPSE and/or Section 504 Committee members.

### Universal Design Principles in Districtwide Assessments

The Board of Education recognizes the benefits of using the principles of universal design to further the goal of ensuring equal access to districtwide assessments and to ensure the most accurate measure of the performance of all students. The Board directs the Superintendent, in consultation with appropriate school staff, to examine how universal design principles can be incorporated into the district's assessment program, and to facilitate its use to the extent feasible. Any steps taken in this regard will be consistent with this policy and applicable State Education Department policy and/or guidance on the use of universal design principles.

At a minimum, the Superintendent *or designee* will explore how district assessments can be:

1. Made more usable by students with diverse abilities.
2. Designed to better accommodate a wide range of individual preferences and abilities.
3. Made more understandable.
4. Made to communicate necessary information to students more effectively.
5. Designed to minimize adverse consequences of accidental or unintended actions.
6. Used more efficiently and comfortably and with a minimum of student fatigue.

Cross-ref: 4321, Programs for Students with Disabilities  
4321.5, Confidentiality and Distribution of IEP, IESP and SP  
5020.3 Students with Disabilities and Section 504

**NYSSBA Sample Policy 4321.7**

Ref: Individuals with Disabilities Education Act (IDEA), 20 USC §§1401(35);  
1412(a)(16)(E);  
34 CFR §§ 300.44  
Assistive Technology Act, 29 USC 3002(19)  
8 NYCRR §§ 200.1(jjj); 200.2(b)(13,14); 200.4(d)(2)(vi)

Adoption date: