

**Brunswick School Board
MINUTES**

Wednesday, May 11, 2016

*** Executive Session at 6:30 p.m. ***

Regular Meeting 7:00 p.m.
Council Chambers
Town Hall
85 Union Street

School Board Members Present: William Thompson, Chair; Joy Prescott, Vice Chair; Brenda Clough; Janet Connors; Richard Ellis; Teresa Gillis; Jim Grant; Corinne Perreault; Sarah Singer

School Board Members Absent: Molly Gramins, student liaison

Staff Members Present: Paul Perzanoski, Superintendent; Pender Makin, Assistant Superintendent; Jim Oikle, Business Manager; Barbara Gunn, Director of Student Services; Paul Caron, Director of Facilities, Grounds, & Transportation; Steve Ciembroniewicz, Coffin Principal; Jean Skorapa, HBS Principal; Josh Levy, HBS Assistant Principal; Walter Wallace, BJHS Principal; Greg Bartlett, BHS Interim Principal; Bob Goddard, BHS Social Studies Teacher; Carolyn Foley, HBS Resource Teacher; Kelli Libby, HBS Grade 3 Teacher; Kathy Buttner, HBS Reading/Math Support; Susan Alexander, Administrative Assistant

Guests: Melissa Fochesato, co-president of BCEF; Sarah Chingos, secretary of BCEF; Brunswick Police Officer Terry Goan; members of the community and press.

Call to Order/Pledge of Allegiance/Roll Call

Mr. Thompson called the meeting to order at 6:30 p.m., led the Pledge of Allegiance and asked for a roll call.

Executive Session

36. Consideration of Executive Session and Possible Action

Vote to enter executive session pursuant to 1 M.R.S.A. 405(6) (A) for the purpose of personnel.

Motion: Grant Second: Perreault Vote: Unanimous of the Board members present

Approved to enter executive session per 1 M.R.S.A. 405 (6) (D) for negotiations.

The Board entered executive session at 6:32 p.m.

The Board reconvened in public session at 7:00 p.m.

37. Consideration of Any Appropriate Action as a Result of Item 36

Motion to direct the Superintendent to enter into contract negotiations with Martin Mackey for the position of Principal of Brunswick REAL School.

Motion: Thompson Second: Connors Vote: Unanimous of the Board members present

Voted to authorize the Superintendent to negotiate a contract to hire Martin Mackey for the position of Principal of Brunswick REAL School.

Adjustment to the Agenda

None

Consent Agenda Action

Items on the Consent Agenda passed unanimously without objection.

*38. Consideration of Approval of the Minutes of April 13, 2016*39. Consideration of Approval of the Public Forum Minutes of April 13, 2016*40. Approve the Superintendent's Nominations for Membership on the Professional Learning Community Support System (Certification Steering Committee)

The following vacancies are for 2-year terms that expire at the end of the 2018 school year:

BRUNSWICK HIGH SCHOOL:	Deborah Bartley-Wing Margaret Dalrymple
BRUNSWICK JR. HIGH SCHOOL:	Sharon Callahan
HARRIET BEECHER STOWE:	Emily Moll Joyce Foley

*41. Approval of the Superintendent's Nomination of Probationary and Continuing Contract Teachers for the 2016-2017 School YearElect the following probationary teachers for 2016-2017 (2nd year contract):

Heather Audette, Resource, HBS
 Tracy Carrier, Social Worker, HBS
 Ann Christie, School Psychologist, Coffin
 Kate (Noonan) Cloutier, Grade 7/8 Resource, BJHS
 Alexandra Fish, Grade 1, Coffin
 Kevin Fisher, Connections, HBS
 Joy Gray, School Psychologist, BJHS
 Nicole Guite, .5 Physical Therapist
 Sarah Hillery, Speech-Language Pathologist, BJHS
 Amelia Kiely, Grade 3, HBS
 Danielle LeBlanc, Grade 8 Language Arts, BJHS
 Erin Lemont, Kindergarten, Coffin
 Jennifer Mason, Connections, Coffin
 Kari McCarthy, Art, BJHS
 Thomas Stocker, Science, BHS
 Elizabeth Swazey, Social Foundations, BJHS

Elect the following probationary teachers for 2016-2017 (3rd year contract):

Christopher Baribeau, Connections, BHS
 Sarah Bingham, Health/Consumer Life, BJHS
 Elizabeth Bradley, Math, BHS
 Carly Cavallari, Resource, BJHS
 Brian Choate, Math, BHS
 Alisha Copp, Grade 3, HBS
 Cynthia Cygan, .5 Tech. Ed, BHS
 Jonathan Fisk, Functional Life Skills, BJHS
 Bethany Fortier, Science, BHS
 Samantha Francis-Taylor, .5 English, BHS
 Elaine Graviett, Title I at St. John's
 Jola Hebert, Grade 3, HBS
 Kristen Hunter, Grade 5, HBS

Penny Inman, Reading Intervention, HBS
 Kimberly Jordan, Kindergarten, Coffin
 Colleen Kearney-Graffam, Art, BHS
 Kamis Ley, Connections, BJHS
 Shawne McCord, Reading Intervention, HBS
 Rebecca McKarns, Resource, BHS
 Deborah Melanson, Resource, BHS
 Keira Monahan, Grade 1, Coffin
 Stacy Musica, Math Interventionist, HBS
 Carmon Parker, Social Foundations, HBS
 Michelle Russo, Grade 7 Math, BJHS
 Sarah Sherrill, Librarian, HBS
 Barbara Smith-Lunney, Resource, HBS
 Katherine Swain, Resource, HBS
 Carrie Thomas, Kindergarten, Coffin

Elect the following continuing contract teachers for the 2016-2017 school year (4th year contract):

Christine Capobianco, Grade 5, HBS
 Larena Carten, Reading, Coffin
 Amy Crosby, Art, Coffin/HBS
 Kalie Dunn, Grade 1, Coffin
 Angela (Jordan) Morin, Reading Strategist, BJHS
 Eugenie Knowles, Reading Strategist, Coffin
 Julie Mason, World Language, BHS
 Meghan (Murray) Taylor, Grade 2, HBS
 Catherine Howard Nein, Guidance Counselor, BJHS
 Alanna Roy O'Donnell, Guidance Counselor, BJHS
 Jessica Pelletier, Speech and Language Pathologist, HBS
 Jessica Sapp, Kindergarten, Coffin
 James Seheult, Grade 6 Science, BJHS
 Heidi Strait, Kindergarten, Coffin
 Lori Watson, Behavior Intervention, Coffin
 Hilda Wiley, School Psychologist, HBS

Old Business

42. Consideration of Discussion and Possible Action on Any Revisions to the 2017 Operating Budget

Town Council requested we reduce our budget by \$410,000 bringing our budget down to a 1.64% tax increase or a 3.2% increase overall. The Superintendent went over recommended reductions and also other options.

Motion to accept recommendations made by the Superintendent, not including the options, for a total of \$410,000 reduction that the Town Council requested.

Motion: Perreault Seconded: Grant Vote: Unanimous of Board members present

Voted to accept Superintendent's recommendations for a total of \$410,000 reduction.

Communications/Correspondence

None

Public Participation

None

Superintendent's Report

a. Building and Equipment:

- Midcoast Youth Theater – use of Crooker Theater
- Aspire Program – use of HBS
- Brunswick Parks and Recreation – use of schools
- Merrymeeting Adult Education - use of BHS
- Girl Scouts of America – use of schools
- Bath Area Family YMCA – use of BHS
- Big Brothers Big Sisters – use of HBS
- PSO Kinderkonzert – use of Crooker Theater
- Brunswick Soccer Club - use of junior high fields
- Independence Association – use of BJHS Gym
- Ampersand Academy of Dance - use of Crooker Theater
- Sage Swingers Square and Round Dance Club – use of BJHS
- Fox Run Homeowners – use of BJHS classroom
- Region Ten Technical High School – use of Crooker Theater

b. Recognition

- Emily Moll had an article entitled “Cushy Canvas” published in the May 2016 issue of School Arts magazine.

Congratulations to Emily.

c. Resignations for the purpose of retirement:

- Paul Caron, Facilities, Grounds, & Transportation Director, 6 years of service
- Lugene Doughty, Grade 1 Teacher, 27 years of service
- Bob Goddard, BHS Social Studies Teacher, 37 years of service
- Cathy Kelley, BHS English Teacher, 17 years of service

We wish them all well and will miss their contributions.

d. BCEF Update

Melissa Fochesato, president; and Sarah Chingos, secretary of Brunswick Community Education Foundation. This year BCEF raised \$52,876. They had 32 grant requests and 23 grants were awarded. On May 17 they will be hosting a Brunswick Downtown Association Simply Social event. Donations are appreciated. Check out their website at brunswickcef.org. They also have a Facebook page.

School department is very appreciative of their work.

e. HBS Community Configuration Report

Jean Skorapa, Carolyn Foley, Josh Levy, and Kelli Libby gave an update on their research; survey; community forum; student input; and Community Configuration Committee recommendations to make their large school community smaller, increase cross grade level opportunities, and encourage other opportunities to meet the diverse needs of learners.

f. Budget Report – J. Oikle

Gave a summary of the current year figures; overall current year looks like it will finish well.

g. Option 6 Report – P. Makin

The Option 6 Steering Committee will meet next week. We have accomplished a lot of professional development. We are continuing to take a deliberate and selective route toward implementation; only implementing those pieces that we believe are truly good for teaching and learning and for our community. Walter Wallace, the Steering Committee Chair, thanked teachers and briefly described the work they have been doing; and explained the planned summer work to take place on June 27 and 28.

h. School Climate Survey Update – P. Makin

The School Climate Survey is underway and the survey window opened on Monday. Check district webpage which will guide you to your child's school. Student surveys will be available for students in grades 3-12.

Board Chair's Report

a. Student Liaison Report – Molly Gramins

No report as student liaison is absent.

Board Chair took this time to give his best to Mr. Goddard who will be missed tremendously next year.

Committee Reports

a. Student Services Committee – B. Clough

The committee met on May 2nd and discussed goals; the Brunswick REAL School; update on DOE visit and DOE training that the Special Ed department heads will be attending in June. The next meeting will be on June 1st at 9:30am.

b. Personnel & Negotiations Committee – B. Clough

The committee met on April 29th and the focus was on continuation of negotiations; also reviewed job descriptions; and received a personnel update. The next meeting on May 27 at 8:15am.

c. Policy & Planning Committee – J. Prescott

The Policy Committee met on April 25th and discussed policy reviews. The Planning Workgroup has not met. A presentation of the draft Strategic framework will be brought to the Board in June.

d. Curriculum & Program Development Committee – C. Perreault

The Curriculum Committee met on May 4th and reviewed several different curricula but only brought forward one. Questions on both K-8 Guidance and Language Arts needed to be answered so these will hopefully be brought to the Board in June. Their next meeting is June 1 at 1:00pm.

The K-5 Social Studies Curriculum will be brought to the Board tonight. Some of the changes were discussed including the large change of the Civil War reenactment no longer being a part of the grade 5 curriculum as the Civil War will be covered in the Junior High curriculum. Discussion followed.

43. Consideration of K-5 Social Studies Curriculum

Motion to accept the proposed K-5 Social Studies Curriculum.

Motion: Prescott Seconded: Connors Vote: Unanimous of Board members present

Voted to accept K-5 Social Studies Curriculum.

e. Budget & Finance Committee – R. Ellis

The committee met yesterday morning. Mr. Oikle's report covered their meeting.

f. Political Outreach Committee – J. Grant

The committee did not meet. Would like to remind everyone of the Memorial Day Parade and observance on May 30th.

New Business

Calendar/Announcements

HBS is hosting the Bobcat 5K this Saturday at 9am.

The last day of school is June 17 for students (full day of school), and June 20 (half-day) for teachers.

Kindergarten Information Night will be held at Coffin School tomorrow night at 6:30p.m.

A Facilities meeting is scheduled for May 24th at 5:30 pm in the Town Hall in room 206.


BHS Graduation will be held Friday June 10.

Referendum is June 14 (2nd Tuesday in June).

Future Agenda Items

Adjournment

By unanimous consent the meeting adjourned at 8:51 p.m.


Paul K. Perzanoski, Secretary
Brunswick School Board

**Brunswick School Board
Special Meeting**

MINUTES

Tuesday, May 24, 2016

5:30 p.m.

Room 206

Town Hall

85 Union Street

School Board Members Present: William Thompson, Chair; Joy Prescott, Vice Chair; Brenda Clough; Richard Ellis; Teresa Gillis; Corinne Perreault; Sarah Singer

School Board Members Absent: Janet Connors; Jim Grant

Staff Members Present: Paul Perzanoski, Superintendent; Pender Makin, Assistant Superintendent; Paul Caron, Director of Facilities, Grounds, & Transportation; Sue Woodhams, Technology Director; Margaret Soule, Coffin School Librarian

Guests: Lyndon Keck, PDT Architects

Call to Order/Pledge of Allegiance/Roll Call

Mr. Thompson called the meeting to order at 5:35p.m., led the Pledge of Allegiance and asked for a roll call.

Adjustment to the Agenda

Ms. Singer would like to add a question about interim safety between now and the time of completed construction.

44. Discussion and possible action on the Facilities Master Plan and development of PDT Architects timetable.

Mr. Keck reviewed updates and additions based on the April meetings. The Board reviewed each item. Mr. Keck was asked to go back and prepare a plan with a lower cost.

No motion was made.

45. Discussion and possible action of sustainability measures in the new school project.


No motion was made.

46. Discussion and possible action concerning the development of third party fundraising strategy

No motion was made.

Adjournment

By unanimous consent the meeting adjourned at 8:11p.m.


Paul K. Perzanoski, Secretary

**Brunswick School Board
Special Meeting**

MINUTES

Wednesday, May 25, 2016

6:30 p.m.

Council Chambers

Town Hall

85 Union Street

School Board Members Present: William Thompson, Chair; Joy Prescott, Vice Chair; Brenda Clough; Janet Connors; Richard Ellis; Teresa Gillis; Jim Grant; Corinne Perreault; Sarah Singer

Staff Members Present: Paul Perzanoski, Superintendent; Pender Makin, Assistant Superintendent; Jim Oikle, Business Manager; Steve Ciembroniewicz, Coffin Principal; Jean Skorapa, HBS Principal; Walter Wallace, BJHS Principal; Lisa Cushman, BJHS Assistant Principal

Town Councilors: Dan Harris; John Eldridge, Town Manager

Call to Order/Pledge of Allegiance/Roll Call

Mr. Thompson called the meeting to order at 6:30 p.m., led the Pledge of Allegiance and asked for a roll call.

Adjustment to the Agenda

None

47. Discussion and possible action on the proposed Teacher/Principal Evaluation Plan.

Motion that Brunswick School Department adopts two of the components of the evaluation system piloted this year for classroom teachers and principals for the school year 2016-2017. Classroom teachers and principals would be evaluated based on standards selected from the Marshall Rubrics and development, completion and implementation of goals for the evaluation cycle. During the 2016-2017 school year the classroom teachers and principals will pilot the third component – Student Learning Objectives for possible inclusion in the process for the 2017-2018 school year. Staff members who are not building administrators or classroom teachers would be evaluated under the current document for the 2016-2017 school year while the committee completes work on appropriate rubrics for those job functions.

Motion: Connors Second: Perreault Vote: Unanimous of the Board members present

48. Discussion and possible action on the requested reduction of \$85,000 from the 2017 proposed School Department budget.

Chair Thompson asked for public comment on the budget. Richard Fisco, Jean Powers, Dan Harris spoke.

Motion to approve a total education budget of \$37,695,536 allocated to the cost centers as identified in the allocation attached to this motion.

Motion: Perreault Second: Ellis Vote: 8-1 (Singer opposed)

Motion passed.

Adjournment

By unanimous consent the meeting adjourned at 7:50 p.m.



Paul K. Perzanoski, Secretary

K-12 Health/Guidance Units Overview

The K-12 Guidance committee has spent the past four years working on job descriptions and a curriculum. This work began under the leadership of Paul Austin and has continued, for the past two years, under the direction of John Paige and Cherie White. Currently there is no guidance curriculum K-12, but there is an adopted Health Curriculum at the elementary level and in grades 7, 8 & 10 at the secondary level. Health and Guidance instruction have several intersecting elements. In Junior High and High School, there are designated health teachers. There are also school counselors who provide some classroom instruction. At the front of this document, there is a more in-depth explanation of the various components of the Brunswick School Counseling Program. Since there are no specific health educators at the elementary level, the Guidance and Health standards are combined in grades K-5 and will be taught by a combination of school counselors, classroom teachers and physical education teachers, supported by the school nurse and school social worker.

At the elementary level, there are six units, each divided in two grade spans: kindergarten through grade two, and third grade through fifth grade. These units are taught throughout the school year, revisiting and reviewing as appropriate.

Empathy

This unit complements the unit on Conflict Resolution and in some ways, the unit on Bullying. Students work on the ability to express their feelings as their social development grows. Younger students will focus on identifying just what these feelings are: angry, frustrated, confused, proud, etc. Older students will continue to work on identifying their feelings and also work on expressing those feelings in appropriate and non-hurtful ways.

Bullying Prevention

This unit is focused on helping students learn that there are responses to bullying and also to teach them communication skills to address conflicts. A major focus is to identify adults in their school community and in their home communities who will help them. Discussion of where and when bullying can occur and also the social media aspect of bullying are also addressed. K-2

students will focus on identification and appropriate language. 3-5 students will continue using those skills and also work on demonstrating how issues can be resolved safely.

Career Awareness

The aspect of choice is covered in this unit; both as it relates to student success in the classroom and also how it relates to personal choices in the life after school. An understanding of roles and contributions of workers in home, school, and community are the focus of the K-2 unit. Older students may discuss various occupations and what personal characteristics might be helpful. Setting personal goals is a large focus of the K-2 activities here. Classrooms may set goals in reading or math; students may also set personal goals in a physical education class. In grades 3-5, students will use that knowledge to identify personal interests in academic, career, and social development

Conflict Resolution

The skills and content covered in this unit are taught in all six years of Elementary with differing layers of complexity. Younger students may focus on I messages and other verbal communication. Older students may focus on distinguishing various forms of non-verbal communication. Again, a focus is to identify trusted adults and to nurture the ability to communicate multiple solutions to problems. Listening skills and the ability to make requests to promote personal health in all areas are also covered.

Healthy Choices

Choice is stressed here as it is also in Career Development, but the focus is on the multiple factors that affect students' health and how they have the ability to affect that health positively with the choices they make. Aspects of diseases, environment, food choice, fire safety, and safety in vehicles are all addressed at appropriate developmental levels. Older students will learn how outside influences can affect the choices they make such as friends, and media. Younger students will identify health foods and healthy meals. Younger students will identify hazardous materials warning labels. Older students will discuss the dangers of nicotine, alcohol, prescription drugs, etc.

Personal Safety

This unit reinforces some of the effective communication skills that have been taught in previous units, such as identifying sources of help and identifying feelings. Personal boundaries

are taught in a development manner with terms such as safe touch, unsafe touch. Younger students discuss when they might need help with a health-related decision. Older students start to recognize what a threatening situation may be and how to locate valid health information. This unit in the past has been taught by SSASM in all grade levels.

Human Growth and Development

This is a unit that is only taught formally in grade 5. It is usually team taught with the school nurse and a classroom teacher. The focus is on changes during puberty and the wide range of normal development. Managing personal hygiene and locating information is stressed.

At the secondary level, lessons focus more heavily on academic and career development but there is still an emphasis on personal safety and social development.

Brunswick Junior High – grades 6-8

Personal/Social Development (taught in tandem with 7&8th grade Health)

In this strand students learn effective problem solving and decision making skills in order to be able to make safe and healthy choices. Lessons cover the attitudes, knowledge and interpersonal skills that help a student understand and have respect for self and others.

Academic Development

In this strand the students learn about the ability to perform successfully in school and the broader community. These lessons set the stage for future success.

Career Development

The lessons in career exploration and development enhance the students' decision making and planning skills for various post-secondary options.

Brunswick High School – grades 9-12

Personal Safety (taught in tandem with 10th grade Health)

Focus is on further development of conflict management skills, effective communication skills, injury and violence prevention techniques. This strand also has a strong focus on tobacco, drug and alcohol prevention.

Academic/Career Development

This strand begins with a focus on the acquisition of knowledge and information necessary and/or helpful for making a successful transition from the junior high to the high school. It also includes lessons regarding post-secondary planning; the gathering of evidence and the exploration of multiple possibilities in order to make informed decisions. Finally, lessons are provided about the financing of an education: scholarships, financial aid and so forth.

Overview of K-8 English Language Arts Curriculum

The K-8 English Language Arts Curriculum is a product of four years of work with a wonderful committee. Members worked summers, vacations, and after school hours to research and prepare it. The 6-8 sections have been piloted at the Junior High School for the past two years and were edited and revised several times. The K-5 sections were reviewed by all classroom teachers and reading interventionists for their initial input in the spring of 2014 and then again this March at a three-hour workshop.

The units are grounded in the Maine Learning Results and reflect the five areas of practice: Literature, Informational Text, Writing, Language, Speaking and Listening. Grades K-5 have an additional area, known as Foundational Skills, that includes many of the basic reading and writing skills necessary for proficiency. At all grade levels, the units are designed to be accessed several times over the school year. Areas of the Maine Learning Results are interwoven in the units. For example, in the third grade Building Reading Habits Unit, there are standards for Speaking and Listening, Language, and Foundational Skills. In the sixth grade Informational/Explanatory Unit, there are standards in Reading Informational Text, Writing, Speaking and Listening, and Language.

The units are designed as a three year journey: Kindergarten through grade two, grade three through grade five, and grade six through grade eight. There are similar overarching principals in each span with differing expectations and materials in each grade level, depending on student developmental level. Rigor increases with each grade as students build understanding and skills in each content area. The units are designed to build across the grade levels, revisiting skills and concepts to give students opportunities to increase understanding, improve on skills they have acquired, and progressively add additional reading and writing skills. The overall goal of the units is to create strong capable readers and writers.

Brunswick had adopted a Writing Curriculum K-12 in 2011. This was based on older Maine Learning Results and did not include Speaking and Listening, Literature, and Informational Text. The proposed K-8 ELA curriculum has writing integrated throughout the units and covers all the areas required by the Maine Learning Results. The older writing curriculum will no longer be used in grades K-8 with this new adoption.

K-5 Units include:

Building Reading Habits:

This unit is taught across the year to instill essential reading habits in our youngest readers to teach them behaviors strong readers engage in, to set the tone and the standards for reading instructions and to set students up for success as readers. Basic skills such as accuracy, fluency, comprehension, vocabulary, and purpose will be stressed at students' developmental level. Skills will vary from identifying the front and back covers of books in Kindergarten to demonstrating a wide variety of comprehension strategies and engaging in collaborative discussions and consulting reference materials in the upper grades. Helping students become passionate and proficient readers is the goal. This foundational unit sets students up to view themselves as readers and to internalize what it takes to be strong readers.

Literature

In these units, students will read extensively from developmentally appropriate stories, drama, poems, and myths from diverse cultures and different time periods. They will become familiar with text structures, such as plot, setting, main idea, theme and tone. Responding to reading by demonstrating knowledge of the text and showing evidence from the text in various ways will be stressed in all grades at the appropriate developmental level. Students will also participate in collaborative conversations about grade level topics with peers and adults. In the K-2 span students will focus on using literature to learn to read as well as understand how to think and talk about literature and progress toward using these reading skills to expand their knowledge of literature and learn from literature as appropriate in grades 3-5.

Informational Text

Students will read texts in social studies, science, history, and other areas, in order to build a foundation in these fields. Knowing how to read this type of writing and effectively read for meaning will give them the background to be successful readers within content areas as they reach the higher grades. They will investigate the differences between informational and narrative text. They will also learn the different text features that assist students in locating information. Self-selection of informational texts will allow students to explore areas of personal interest while acquiring and practicing essential skills. As students advance in their basic reading skills, more emphasis is placed on reading to learn and using reading skills to read more complicated informational texts. As in all the ELA units, student instruction and student materials will be diversified according to student ability and interest. The units are designed to allow teachers the flexibility to teach all students at their current reading level in order to effectively diversify reading and writing instruction.

Building Writing Habits:

This unit will also be taught throughout the year to set the standards of writing workshop and the writing process. Skills learned in this unit will be applied throughout the year as students learn to write across genres. How people communicate through writing, grade level conventions of standard English grammar, learning how to edit and revise student work, are some of the topics covered. Starting as early as Kindergarten, students will be set up to view themselves as authors and be taught the skills and habits needed to generate and produce quality writing.

Writing Across Genres

Students in grades K-5 will be exposed to the elements of opinion, informational/explanatory and narrative writing; each grade level will build on what students have learned in previous grades to move them forward in their writing skills. In the earliest stages, students will use personal experiences to learn the basics of each genre of writing and will add to their repertoire of writing knowledge as they progress through grade levels. Purposeful writing includes, among other things, supporting opinions, demonstrating an understanding of content areas and conveying experiences and events. Included in all grades are the appropriate grade specific vocabulary and writing conventions. Students in kindergarten may write a class book about a shared experience to use as a model for personal narrative writing.

Students in fourth grade may conduct research and then write an informational piece with facts, definitions, concrete details while using precise language and domain-specific vocabulary. As students master the basics of various forms of writing, they will be required to delve into their subjects with more detail and understanding.

Appendices for Writing and Reading Habits

Each grade level has a specific appendix for grade appropriate skills in phonological awareness, phonics and word recognition, vocabulary, knowledge of language and conventions, mechanics and word use. The appendices provide teachers with specific skills students need to master at each level to meet expectations as well as an overview of what students will learn across the grade levels. This allows for targeted intentional differentiation for these essential skills.

6-8 Units include:

Informational/ Explanatory: Reading, Writing, Speaking, Listening and Language

Students develop and deepen their understanding of the fact that good listeners and readers analyze the purpose and claims of informational text in terms of the validity of the evidence presented and the author's point of view and purpose. They learn how to determine central ideas and analyze how information is illustrated and elaborated in a text. Finally, they learn how writers and speakers examine and convey complex ideas and information clearly and accurately.

Argumentative: Reading, Writing, Speaking, Listening and Language

Students learn how argumentative writers and speakers engage their audience and vary language and format for different purposes. They look at various techniques used to structure and support their claims and how to incorporate relevant and sufficient evidence into their argument. These lessons are set within the broader matrix of learning about the importance of adherence to Standard English conventions for communicating one's idea clearly in writing and speech. Lastly, they learn how refining and revising writing individually and collaboratively strengthen one's writing.

Narrative: Reading, Writing, Speaking, Listening and Language

Students learn how narrative writers engage their readers and vary their writing for different purposes. They learn about how the use of setting, organization, character, dialogue and figurative language contribute to a well-written narrative. Once again, they learn about the importance of adherence to Standard English conventions when communicating one's ideas clearly in writing and speech. Most importantly, the students learn how to cite evidence to support inferences, determine central ideas or themes, interpret language, analyze text structure, assess a point of view and analyze how individuals, events and ideas develop over two or more texts addressing similar themes and topics.

