

GROTON BOARD OF EDUCATION
COMMITTEE OF THE WHOLE
AUGUST 8, 2022 @ 6:00 P.M.
CENTRAL OFFICE, ROOM 11

MEMBERS PRESENT: Kim Shepardson Watson-Chairperson, Andrea Ackerman, Liz Porter,
Dean Antipas (arrived at 6:13 p.m.), Matthew Shulman (Remote),
Rita Volkmann (Remote), Beverly Washington (Remote)

MEMBERS ABSENT: Jay Weitlauf

ALSO PRESENT: Susan Austin, Thomas Lonsdale

I. CALL TO ORDER – Chairperson Shepardson Watson called the meeting to order at 6:08 p.m.

MOTION: Shulman, Volkmann: To added an item to the agenda to discuss the process for
interviewing candidates to fill the vacancy on the Board.
PASSED – UNANIMOUSLY

II. BOE REGULAR BUSINESS

MOTION: Antipas, Ackerman: To approve the COW minutes of July 18, 2022
PASSED -UNANIMOUSLY

III. K-5 READING DATA (Attachment #1)

Ms. Austin gave a brief overview of the F & P Scores for 2021-2022. Ms. Austin explained that the F & P stands for Irene Fountas, Professor from Leslie University, and Gay Su Pinnell, Professor from Ohio State. Ms. Austin further explained that they were early innovators of assessment and guided reading. The F & P is given 3 times a year and that the expectation is different each time of the year. Ms. Austin noted the Parents Guide to Guided Reading.

Mr. Lonsdale gave an overview of the F & P scores for 2021-2022. Scores were presented in aggregate for the district from grades K-5. Scores for the current year were presented in addition to rough cohort scores for the same group from the spring of 2020. This data represents the last data set collected prior to the pandemic. An analysis of the data shows the following:

- Kindergarten - an increase of students reading at grade level
- Grade 1 - a decrease of students reading at grade level
- Grade 2 - a slight increase of students reading at grade level
- Grade 3 - a slight increase of students reading at grade level
- Grade 4 - an increase of students reading at grade level
- Grade 5 - an increase of students reading at grade level

In response to an inquiry regarding how we're helping students who read below grade level, Ms. Austin stated that students are receiving additional support from interns, tutors, and reading specialists/interventionists.

IV. ALLIANCE TRACKER FEEDBACK FROM THE CSDE

MOTION: Volkmann, Shulman: To table this item until another COW meeting.
PASSED – UNANIMOUSLY

VII. SUGGESTED FUTURE TOPICS

Mrs. Shepardson Watson suggested to have staff from each school come before the Board to talk about their improvement plan.

Mr. Shulman requested an update on mentoring and tutoring.

Mrs. Washington asked how many students from Branford Manor attends our schools and how does mold affect the kids learning.

VIII. INTERVIEW PROCESS

Mrs. Shepardson Watson stated that there are 5 candidates to date to fill the vacancy on the Board. She suggested that the Board spend a night to interview the candidates; Board members were encourage to send proposed questions for the interview to Mrs. Shepardson Watson; the proposed date to hold the interviews was August 29, 2022.

IX. ADJOURNMENT

MOTION: Ackerman, Porter: To adjourn at 7:21 p.m.
PASSED UNANIMOUSLY

F&P Scores

2021-2022

F&P Reading Progression

INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING

	Beginning of Year (Aug - Sept.)	1st Interval of Year (Mar - Dec.)	2nd Interval of Year (Feb - Mar.)	End of Year (May - June)
Grade K	C+ B A Below C	D+ C B Below C	E+ D/E C Below C	E+ D/E C Below C
Grade 1	E+ D/E C Below C	G+ F E Below E	H+ H G Below G	K+ J/K I Below I
Grade 2	M+ J/K I Below I	L+ K J Below J	M+ L K Below K	N+ M/N L Below L
Grade 3	M+ M/N L Below L	O+ N M Below M	P+ O N Below N	Q+ P/Q O Below O
Grade 4	Q+ P/Q O Below O	R+ Q P Below P	S+ R Q Below Q	T+ S/T R Below R
Grade 5	T+ S/T R Below R	U+ T S Below S	V+ U T Below T	W+ V/W U Below U
Grade 6	W+ V/W U Below U	X+ W V Below V	Y+ X W Below W	Z+ Y X Below X
Grade 7	Z+ Y X Below X	Z+ Y X Below Y	Z+ Y Below Y	Z+ Z Y Below Y
Grade 8+	Z+ Z Y Below Y	Z+ Z Y Below Y	Z+ Z Y Below Y	Z+ Z Y Below Y

KEY

Exceeds Expectations

Meets Expectations

Approaches Expectations:
Needs Short-Term Intervention

Does Not Meet Expectations:
Needs Intensive Intervention

The Instructional Level Expectations for Reading chart is intended to provide general guidelines for grade-level goals, which should be adjusted based on school/district requirements and professional teacher judgement.

Parents Guide to Guided Reading — Levels A and B

What are Guided Reading Levels?

Guided Reading is a highly effective form of small-group instruction. Based on assessment, the teacher brings together a group of readers who are similar in their reading development. The teacher supports the reading in a way that enables students to read a more challenging text with effective processing. Guided Reading Levels reflect a continuum of levels from A–Z (grades K–8). Teachers continuously progress monitor students to see how they're moving along the reading continuum.

What are characteristics of Level A and B Readers?

At levels A and B, readers are using their finger to track left to right across the words and one line of print. They are learning to match one spoken word with one word in print and recognize repeating language patterns in simple stories. It is important that they begin to self-correct as they notice mistakes and are learning new high-frequency words.

What are characteristics of Level A and B Texts?

Books at Levels A and B are usually simple texts with stories carried by pictures. The content is easy and familiar (family, pets, play, school). These texts have repeating language patterns and focus on a single idea or topic with word meanings that are illustrated by pictures. They consist of short predictable sentences that are close to oral language.

Young readers
must spend time interacting
with texts that are
"Just Right" for them.

Aiming Higher

As with anything, the only way to get better is to practice. Young readers need to spend time reading "just right" books every day. They need to hear their parents reading out loud to them as they look at the text on the page and begin to make sense of the emerging language patterns.

Moving your child along the guided reading continuum can be accomplished with consistent practice and meaningful text-based discussions at home. Prompt your child to support their answers with evidence from the text.



Level A

Bear & Bee Too Busy by Sergio Ruzzier

Chick & Chickie by Claude Ponti

Count and See by Tana Hoban

Do You Want to Be My Friend? by Eric Carle

Growing Colors by Bruce McMillan

Hiding Phil by Eric Barclay

Let's Say Hi to Friends Who Fly by Mo Willems

Look what I Can Do by Jose Aruego

Mice On Ice by Rebecca Emberly

Peep by Kevin Luthardt

Level B

Cat on the Mat by Brian Wildsmith

Dinosaur Kisses by David Elra Stein

Elephant & Piggie by Mo Willems

Can I Play Too? by Mo Willems

Hats around the World by Liza Charlesworth

Have You Seen My Cat? by Eric Carle

Have You Seen My Duckling? by Nancy Tafuri

Little Ducks Go by Emily McCully

Mittens Series by Lola Schaeffer

Pete the Cat I Can Read Series

The End (Almost) by Jim Benton



- *What are the major events in the story?*
- *What does this story remind you of?*
- *Can you think of another books that is similar to this one?*
- *Pretend that I am your friend who has never read the story. Can you retell the story to me?*
- *Who are the characters in the book?*
- *How did the pictures help you understand the story?*
- *Why do you think the book was called _____?*
- *Did you enjoy the story? Why or why not?*

Strategies to Help Develop Reading Skills at Home

Read poems and short stories aloud to your child.

Make predictions about the story together using pictures and/or words in the story.

Use your finger to point to the words you're reading from left to right.

Search for information using words or pictures to understand the meaning of unknown words.

Model how to pause at the end of a sentence after a period.

Point out an exclamation mark at the end of the sentence and reread the sentence using enthusiasm.

Choose a few words in the text that could be easy to rhyme with other words, such as hop. Brainstorm words together that can rhyme with that word.

*"Children are made readers on
the laps of their parents."*

- Emilie Buchwald



Parents Guide to Guided Reading Levels A and B

*"Parents are a child's first and
most important teacher."
- Ran and Raimey*

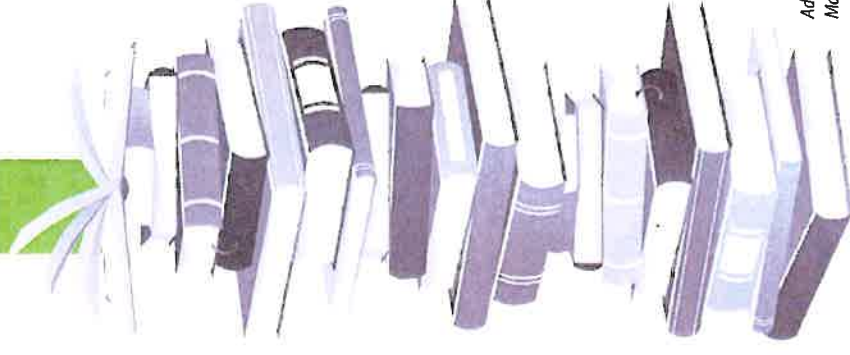
What are characteristics of Level C,D, and E Texts?

Books at levels C,D, and E are simple narratives with several episodes (usually similar or repetitive). Most concepts are supported by pictures. Books at these levels have familiar content that expands beyond the home, neighborhood, and school. Texts also have some longer stretches of dialogue and a simple sequence of events. Almost all vocabulary is familiar to children and is likely to be used in oral language. Word meanings are usually illustrated by the pictures.



Anne Arundel County Public Schools
Department of Instruction
Elementary Reading Office

AA-CPS - Department of Instruction - Elementary Reading Office - 2798/98a DPS/JH (New 1/16)



*Adapted from
Martin County School District*

Parents Guide to Guided Reading — Levels L and M

What are Guided Reading Levels?

Guided Reading is a highly effective form of small-group instruction. Based on assessment, the teacher brings together a group of readers who are similar in their reading development. The teacher supports the reading in a way that enables students to read a more challenging text with effective processing. Guided Reading Levels reflect a continuum of levels from A–Z (grades K–8). Teachers continuously progress monitor students to see how they're moving along the reading continuum.

What are characteristics of Level L and M Readers?

At levels L and M students begin to recognize themes across texts such as friendship, courage, and other abstract ideas. They are able to understand the perspectives of many characters. Readers are able to identify underlying structures to help navigate through the text such as compare and contrast, problem and solution, and cause and effect. They can read and understand descriptive words, some complex content-specific words, and some technical words.

What are characteristics of Level L and M Texts?

Books at Levels L and M are mostly carried by print with few illustrations. Some abstract ideas require students to use inferential thinking to derive the meaning. The texts present multiple points of view revealed through the characters' behaviors. Text at these levels also include more complex plots with numerous episodes with time passing.

Young readers must spend time interacting with texts that are "Just Right" for them.

Aiming Higher

As with anything, the only way to get better is to practice. Young readers need to spend time reading "just right" books every day. They need to hear their parents reading out loud to them as they look at the text on the page and begin to make sense of the emerging language patterns.

Moving your child along the guided reading continuum can be accomplished with consistent practice and meaningful text-based discussions at home. Prompt your child to support their answers with evidence from the text.

Level L

Alexander and the Wind-up Mouse by Leo Lionni
If You Take a Mouse To School by Laura Numeroff

Tsunamis by Mari Schuh

Amelia Bedelia series by Peggy Parish

Pluto: The Dwarf Planet by Greg Roza

Who Invented Basketball? by Sara Latta

Freedom Summer by Deborah Wiles

Mercy Watson To the Rescue by Kate DiCamillo

Cam Jansen series by David Adler

Horrible Harry series by Suzy Kline

Level M

Abe Lincoln's Hat by Martha Brenner

Amazing Snakes by Sarah Thompson

The Art Lesson by Tomie de Paola

Arthur series by Marc Brown

Aunt Flossie's Hats by Elizabeth Howard

I Wanna New Room by Karen Orloff

First Big Book of Dinosaurs by Catherine Hughes

Bailey School Kids series by Debbie Dadey

Blue Ribbon Blues by Jerry Spinelli

Blueberries for Sal by Robert McCloskey

Chicken Soup with Rice by Maurice Sendak

Chicken Sunday by Patricia Polacco

The Littles series by John Peterson

Magic Treehouse series by Mary P. Osborne

Volcanoes by Emily Green



- What are the most important events in the story?
- What was the problem in the story, and how did the characters solve it?
- What new information did you learn about ____?
- Based on what you know about a character, what do you think he/she will do next?
- Has the new information you read changed your thinking about the topic? How?
- Why did the character ____? How do you know?
- How would you feel if ____ happened to you? Would you do the same thing the character did?
- How does the author help you learn about ____?
- What did the author do to make this topic/book interesting, funny, or exciting to read about?



Strategies to Help Develop Reading Skills at Home

Encourage your child to:

Identify the problem and the solution.

Use a table of contents to determine what you could learn in a story.

Use a glossary to determine the meaning of an unknown word.

Compare information given in the text with information provided in text features (photographs, captions, diagrams).

Describe a character based on his/her actions.

Tell what happened first, next, then, last.

Identify organizational structure of the text (description, compare/contrast, problem/solution, cause/effect).

*"Reading is to the mind what
exercise is to the body."*

- Richard Steele



Looking Forward...

What are characteristics of Level N,O,P, and Q Readers?

At levels N,O,P, and Q, readers are able to understand abstract and mature ideas and take on diverse perspectives and issues relating to race, language, and culture. Readers solve new vocabulary words, some defined in the text and other unexplained. They can read and understand descriptive words, some complex content-specific words, and some technical words.

What are characteristics of Level N,O,P, and Q Texts?

Books at Levels N,O,P, and Q include mysteries, series books, books with sequels, or short stories. They include chapter books and shorter fiction and informational texts. Some non-fiction texts provide information in categories on several related topics, and readers can identify and use underlying structures (description, compare/contrast, sequence, problem/solution, and cause and effect).

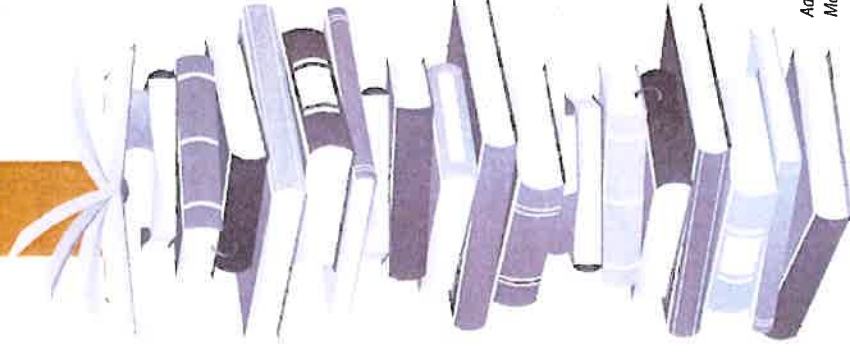


Anne Arundel County Public Schools
Department of Instruction
Elementary Reading Office

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Parents Guide to Guided Reading Levels L and M

*"Parents are a child's first and
most important teacher."*
- Ran and Ramey



Adapted from
Martin County School District

Parents Guide to Guided Reading — Levels W,X,Y, and Z

What are Guided Reading Levels?

Guided Reading is a highly effective form of small-group instruction. Based on assessment, the teacher brings together a group of readers who are similar in their reading development. The teacher supports the reading in a way that enables students to read a more challenging text with effective processing. Guided Reading Levels reflect a continuum of levels from A–Z (grades K–8). Teachers continuously progress monitor students to see how they're moving along the reading continuum.

What are characteristics of Level W,X,Y, and Z Readers?

At levels W,X,Y, and Z readers have developed knowledge of content, including scientific information and historical events and apply prior understandings in a critical way when reading fiction and nonfiction texts.

What are characteristics of W,X,Y, and Z texts?

Although many texts are long and have complex sentences, they vary greatly because readers are expected to understand and respond to mature themes such as sexuality, abuse, poverty, and war. Complex fantasy, myths, and legends offer added challenge and require readers to identify classical motifs such as “the quest” and to identify moral issues. Biographies offer a range of individuals who may not be previously known to readers and may not be admirable, requiring critical thinking on the part of readers. In addition, readers will encounter abstract special forms of literature, such as satire and irony. Additional challenges may include parody, allegory, or monologue. Themes and characters are multi-dimensional, may be understood on many levels, and are developed in complex ways.

Young readers must spend time interacting with texts that are “Just Right” for them.



- What connections can you make between social or moral issues of today and those presented in the text?
- Evaluate the author's character and plot development. (i.e. believability, depth)
- What new information has been added to what you already knew about the topic?
- After reading, has the new information changed your thinking about the topic?
- What descriptive language did the author use to add to the enjoyment of the text?
- What do you think is the most important part of the story? Why?



Parental Caution!

Books at the upper guided reading levels address sophisticated and often mature themes. Even though some accelerated readers are able to read these levels in the early grades, the content of these books may not be appropriate for very young children.

Always preview the books your child is reading and monitor the storyline. Our goal is not to race readers through the levels, but rather to allow advanced readers to dig more deeply into each level along the way so the books they are reading parallel their social-emotional development.

Level W

Eleanor Roosevelt: A Life of Discovery
by Russell Freedman

Harry Potter and the Goblet of Fire by J. K. Rowling
Harry Potter and the Order of the Phoenix by J. K. Rowling
Hoot by Carl Hiaasen

The Lost Colony of Roanoke by Jean Fritz
Missing May by Cynthia Rylant
Mister Monday by Garth Nix
Nightjohn by Gary Paulsen

Level X

Golden Compass by Philip Pullman
Matilda Bone by Karen Cushman
The Midwife's Apprentice by Karen Cushman
Dolphin Song by Lauren St. John
Over Sea, under Stone by Susan Cooper
The Matchless Six by Ron Hutchkiss
Oceans by Joanna Rizzo

How to Train Your Dragon series by Cressida Cowell
Cool Stuff 2.0 and how it works by Chris Woodford
Where the Red Fern Grows by Wilson Rawls

Levels Y and Z

The Call of the Wild by Jack London
The Giver by Lois Lowry
Series of Unfortunate Events by Lemony Snicket
Tracking Tyrannosaurs by Christopher Sloan
The Outsiders by S.E. Hinton
Ultimate Guide to Baseball by James Buckley
To Kill a Mockingbird by Harper Lee

Strategies to Help Develop Reading Skills at Home

Encourage your child to:

- Notice and interpret** satire and irony and how it adds to the understanding of the text.
- Recognize** a full range of literary devices (for example, flashback, stories within stories, symbolism, and figurative language).
- Use reader's tools** such as indexes, and embedded definitions to understand content-specific and technical words.
- Recognize** unusual text organizations (flashback, flash forward, time lapses).
- Select a variety of texts** in different layouts and formats such as plays, memoirs, graphic novels, newspaper articles, manuals, etc.

*"Today a reader,
tomorrow a leader"*

- Margaret Fuller



*A book is the most effective
weapon against intolerance
and ignorance."*

- Lyndon Baines Johnson



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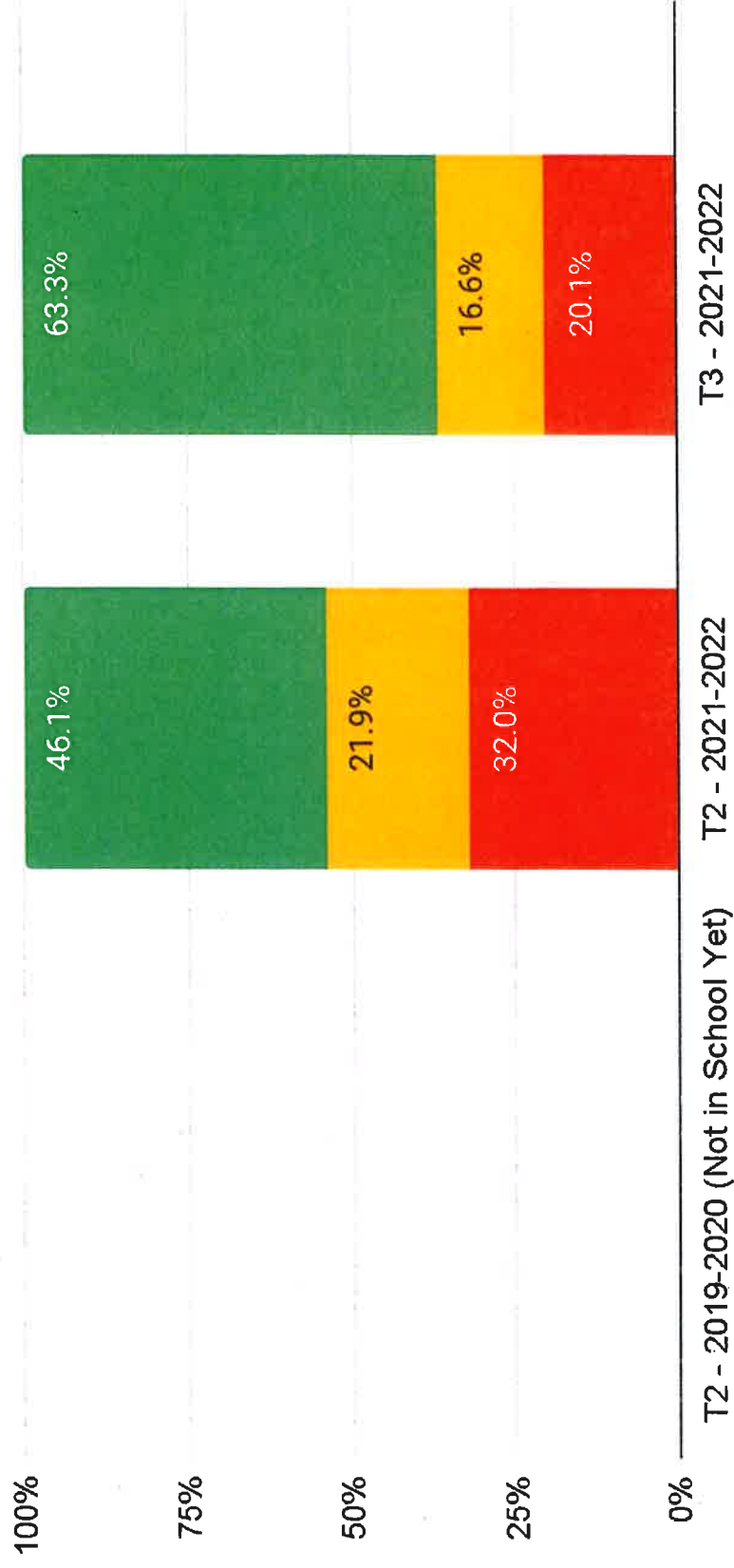
Parents Guide to Guided Reading Levels **W, X, Y, and Z**

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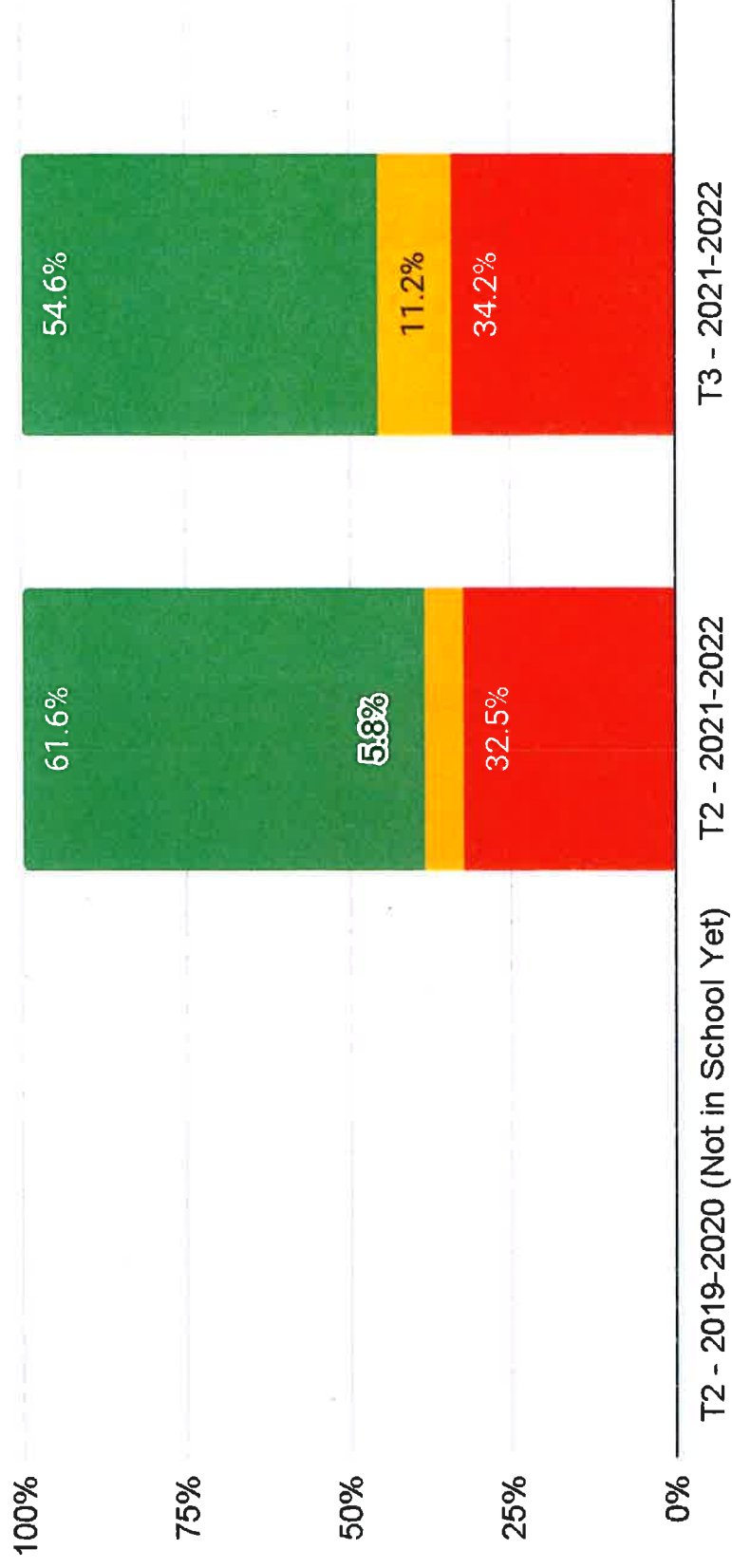
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Kindergarden - F&P Scores



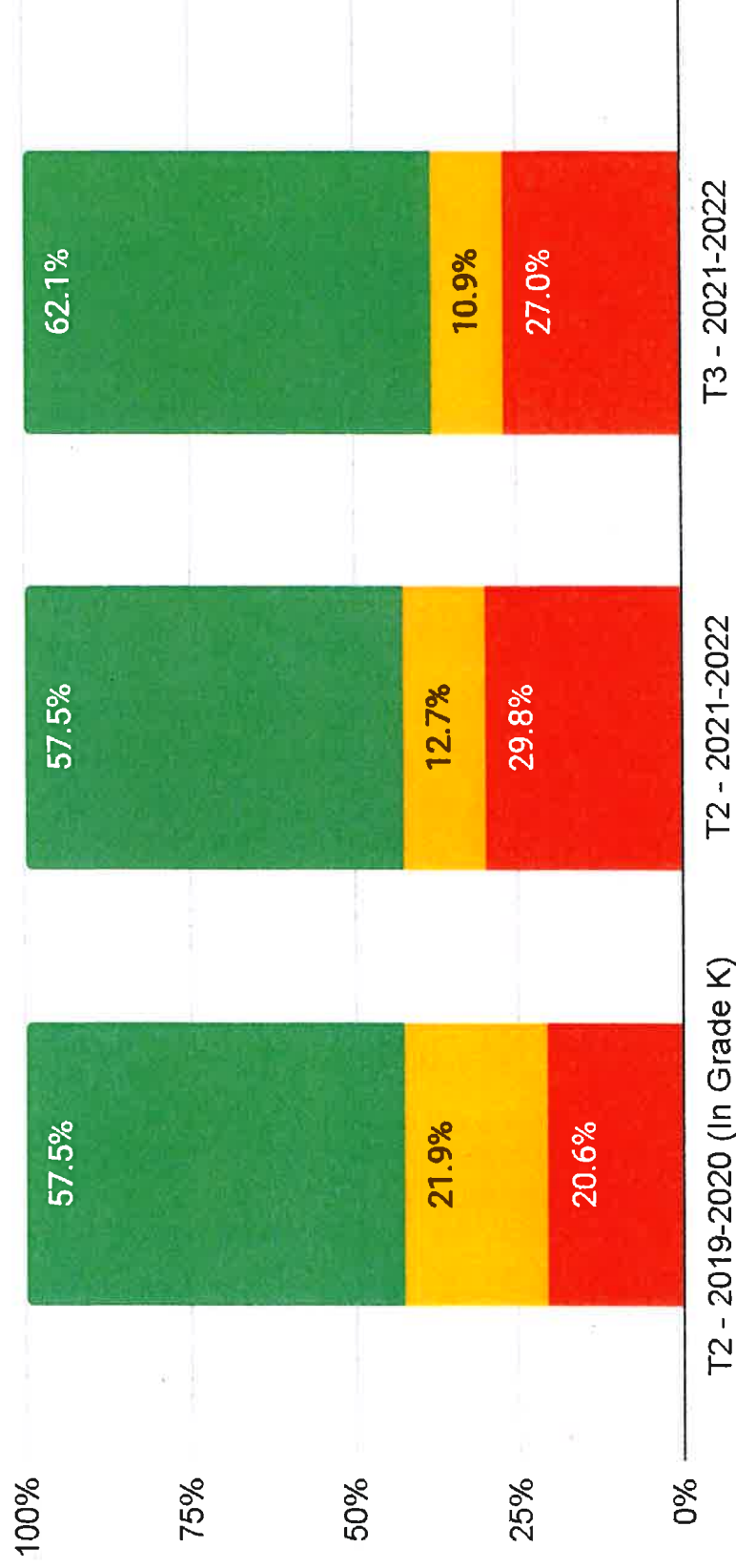
Kindergarden - F&P Scores

Grade 1 - F&P Scores



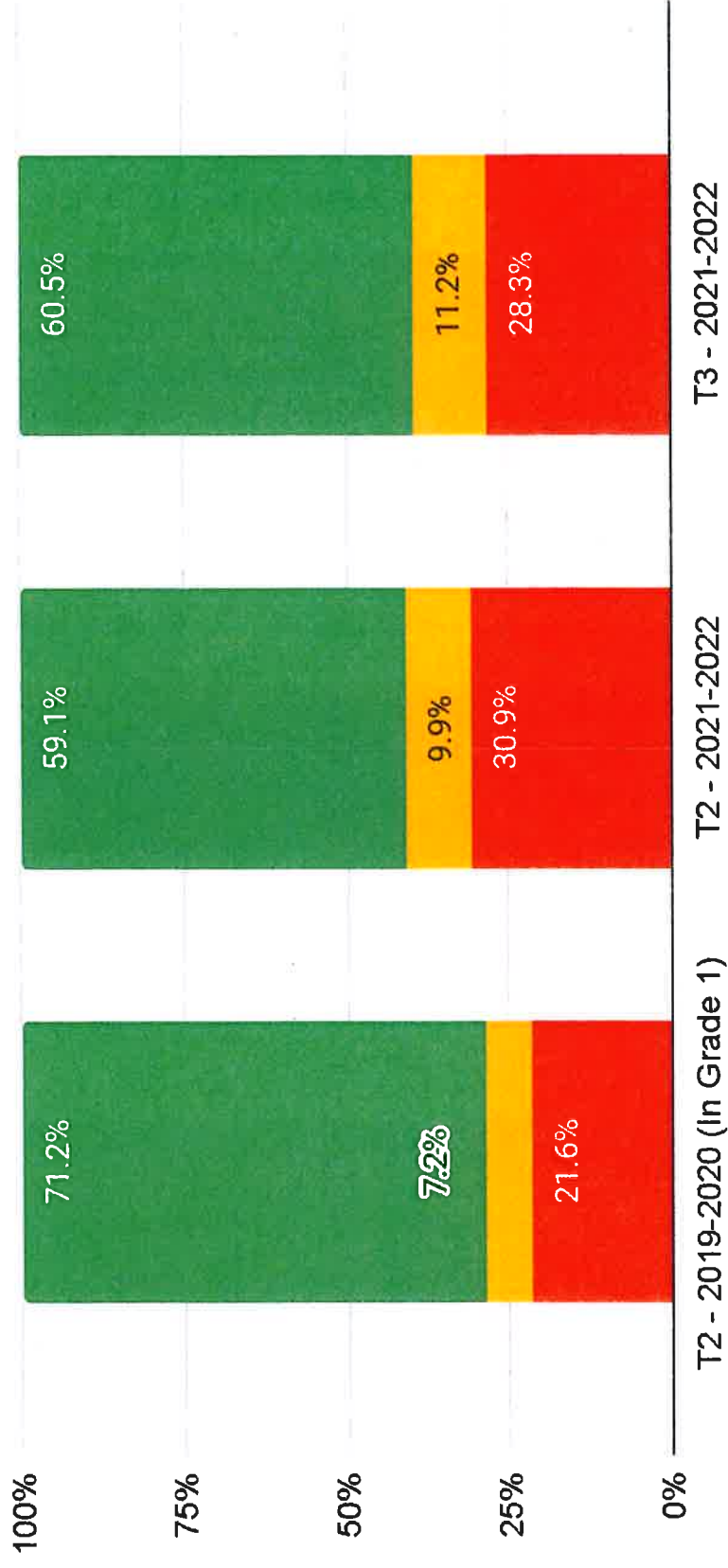
Grade 1 - F&P Scores

Grade 2 - F&P Scores



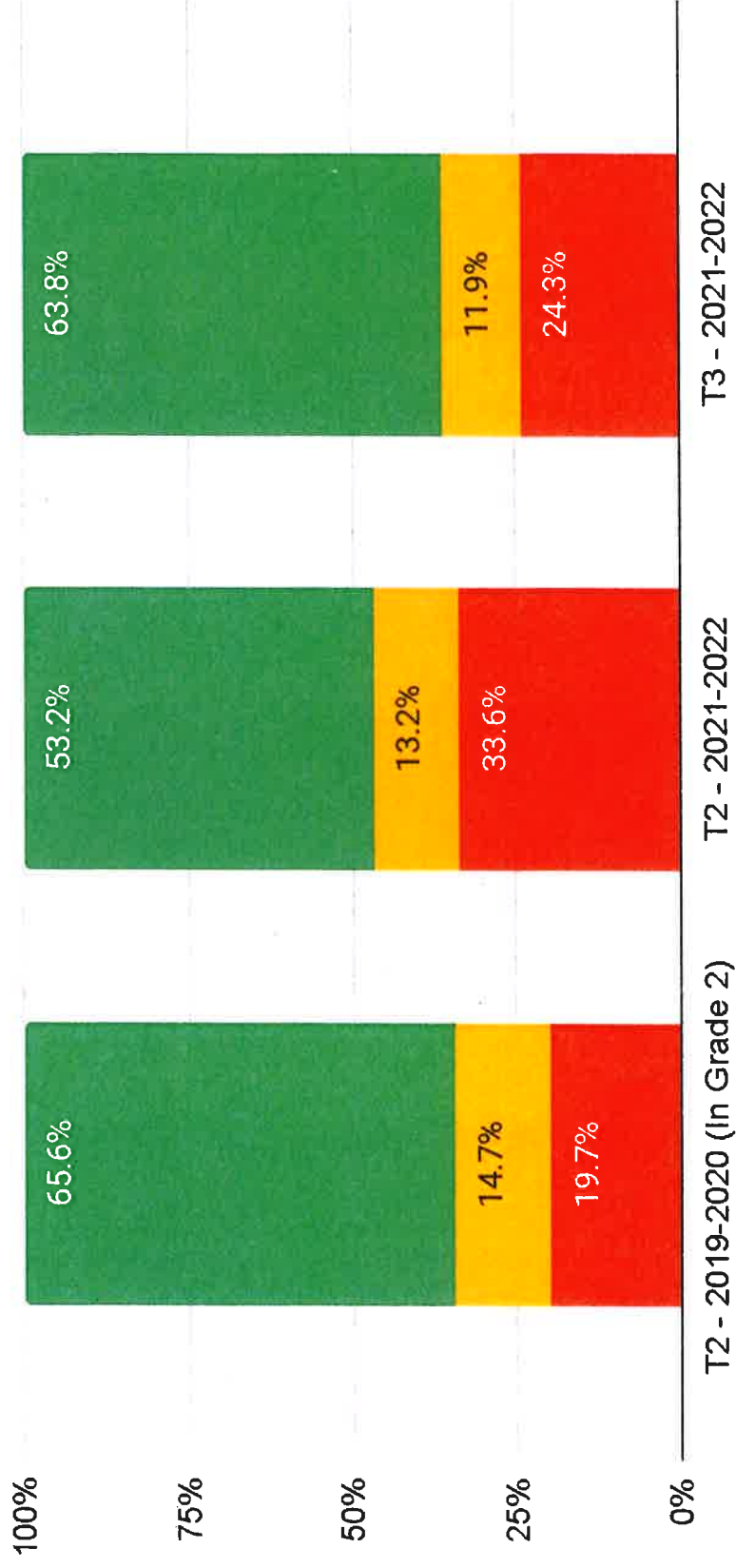
Grade 2 - F&P Scores

Grade 3 - F&P Scores



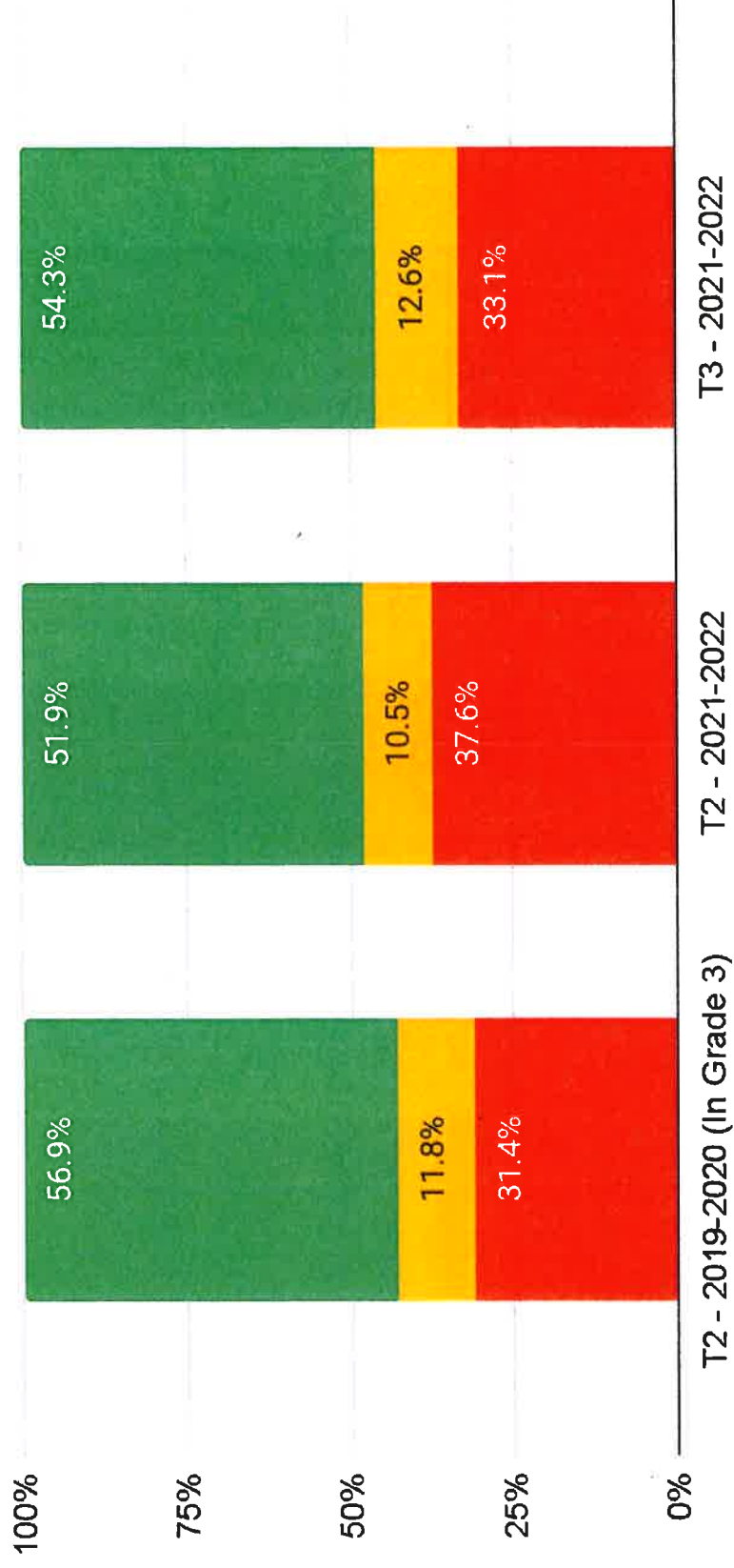
Grade 3 - F&P Scores

Grade 4 - F&P Scores



Grade 4 - F&P Scores

Grade 5 - F&P Scores



Grade 5 - F&P Scores