



Pelham School Board Meeting Agenda

May 1, 2024

Meeting - 6:30 pm

PES Library

AGENDA

I. PUBLIC SESSION

A. Opening/Call to Order

1. Call to Order
2. Pledge of Allegiance
3. Public Input/Comment - The Board encourages public participation. Our approach is based on Policy BEDH which includes these guidelines:
 - a) Please stay within the allotted three minutes per person;
 - b) Please give your name, address, and the group, if any, that is represented;
 - c) We welcome comments on our school operations and programs. In public session, however, the Board will not hear personal complaints of school personnel nor complaints against any person connected with the school system;
 - d) We appreciate that speakers will conduct themselves in a civil manner.
4. Opening Remarks : Superintendent and Student Representative

B. Presentations (if necessary)

C. Main Issues

1. Donation
 - a) Explanation: Superintendent Chip McGee will request the Board accept a generous donation of a playground equipment shed from the Pelham Elementary School's PTA.
 - b) Materials
 - (1) Memo (to be added)
 - (2) Policy KCD (for reference)
2. FY25 Adopted Operating Budget Approval
 - a) Explanation: Superintendent Chip McGee will provide the Board with the FY25 adopted operating budget. This budget is based on (a) the approved cuts from the previous Board meeting and (b) the cost items approved by voters for the teachers association agreement. He is seeking Board approval and signature of an updated NH Department of Revenue Administration MS-22 form.
 - b) Materials
 - (1) Form MS-22 (to be added)

3. Modular Donation
 - a) Explanation: Superintendent McGee is seeking the Board’s approval of the donation of the 2018 modular building to Manchester who has agreed to remove it at their expense as part of the donation.
 - b) Materials:
 - (1) Email from Josh Gagne, Chief of Facilities, City of Manchester

4. Curriculum Update
 - a) Explanation: Assistant Superintendent Sarah Maranados will present the revised K-5 curriculum documents for English and social studies for a second read.
 - b) Materials:
 - (1) Memo
 - (2) Second Read
 - (a) English Overview
 - (b) Social Studies Overview

D. Board Member Reports

E. Housekeeping

1. Adoption of Minutes
 - a) 2024.04.17 School Board Minutes
 - b) 2024.04.17 Non Public Minutes
2. Vendor and Payroll Manifests
3. Correspondence and Information
4. Enrollment Report
 - a) May 1, 2024 Enrollment Report (to be added after data complete)
5. Staffing Updates
 - a) Leaves
 - b) Resignations

(1) Lauren MacPherson	PHS	Nurse
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 - c) Retirements
 - d) Nominations

(1) Holly Rodriguez	District	School Psychologist
(2) Hilary Stevens	PES	SLP

F. Future Agenda Planning

G. Future Meetings

- | | | |
|-----------------|----------------------|--------|
| 1. May 15, 2024 | School Board Meeting | 6:30PM |
| 2. June 5, 2024 | School Board Meeting | 6:30PM |

H. Non Public Session 91-A:3 (II) (if needed)

Rules for a non public session 91-A:3 (II)*

II. Only the following matters shall be considered or acted upon in nonpublic session:

- (a) The dismissal, promotion, or compensation of any public employee or the disciplining of such employee, or the investigation of any charges against him or her, unless the employee affected (1) has a right to a meeting and (2) requests that the meeting be open, in which case the request shall be granted.
- (b) The hiring of any person as a public employee.
- (c) Matters which, if discussed in public, would likely adversely affect the reputation of any person, other than a member of the public body itself, unless such person requests an open meeting. This exemption shall extend to any application for assistance or tax abatement or waiver of a fee, fine, or other levy, if based on inability to pay or poverty of the applicant.
- (d) Consideration of the acquisition, sale, or lease of real or personal property which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general community.
- (e) Consideration or negotiation of pending claims or litigation which has been threatened in writing or filed by or against the public body or any subdivision thereof, or by or against any member thereof because of his or her membership in such public body, until the claim or litigation has been fully adjudicated or otherwise settled. Any application filed for tax abatement, pursuant to law, with any body or board shall not constitute a threatened or filed litigation against any public body for the purposes of this subparagraph.
- (f) [Repealed.]
- (g) Consideration of security-related issues bearing on the immediate safety of security personnel or inmates at the county or state correctional facilities by county correctional superintendents or the commissioner of the department of corrections, or their designees.
- (h) Consideration of applications by the business finance authority under RSA 162-A:7-10 and 162-A:13, where consideration of an application in public session would cause harm to the applicant or would inhibit full discussion of the application.
- (i) Consideration of matters relating to the preparation for and the carrying out of emergency functions, including training to carry out such functions, developed by local or state safety officials that are directly intended to thwart a deliberate act that is intended to result in widespread or severe damage to property or widespread injury or loss of life.
- (j) Consideration of confidential, commercial, or financial information that is exempt from public disclosure under RSA 91-A:5, IV in an adjudicative proceeding pursuant to RSA 541 or RSA 541-A.
- (k) Consideration by a school board of entering into a student or pupil tuition contract authorized by RSA 194 or RSA 195-A, which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general public or the school district that is considering a contract, including any meeting between the school boards, or committees thereof, involved in the negotiations. A contract negotiated by a school board shall be made public prior to its consideration for approval by a school district, together with minutes of all meetings held in nonpublic session, any proposals or records related to the contract, and any proposal or records involving a school district that did not become a party to the contract, shall be made public. Approval of a contract by a school district shall occur only at a meeting open to the public at which, or after which, the public has had an opportunity to participate.
- (l) Consideration of legal advice provided by legal counsel, either in writing or orally, to one or more members of the public body, even where legal counsel is not present.
- (m) Consideration of whether to disclose minutes of a nonpublic session due to a change in circumstances under paragraph III. However, any vote on whether to disclose minutes shall take place in public session.

*Updated on 01/27/2023



Fwd: [External] Modular Buildings at Pelham Memorial School

1 message

----- Forwarded message -----

From: **Gagne, Joslin** <jgagne@manchesternh.gov>

Date: Thu, Apr 25, 2024 at 10:04 AM

Subject: RE: [External] Modular Buildings at Pelham Memorial School

To: Chip McGee <cmcgee@pelhamsd.org>

Cc: Dave Mermelstein <dmermelstein@tridentgrp.com>, Larry Brown <lbrown@bpsnh.com>, Brian Sands <bsands@pelhamsd.org>, Barrett Salta <bsalta@bpsnh.com>, Travis Parker <tparker@tridentgrp.com>, Deborah Mahoney <dmahoney@pelhamsd.org>

Hi Chip,

We would like to confirm our commitment to the 2018 modular (the white one). Do you have a date range you'd like to see the removal happen? We're still looking at options for the other modular but cannot commit at this time - and we don't want to hold you up. If we can find a location in the coming weeks and the modular is still available perhaps we can revisit.

Thank you,

Josh

Josh Gagne | Chief of Facilities

City of Manchester – Dept. of Public Works

603-792-5304 Direct

Email: jgagne@manchesternh.gov

Eric "Chip" McGee, Ed.D.
Superintendent



Sarah Marandos, Ed.D.
Assistant Superintendent

Deb Mahoney
Business Administrator

Toni Barkdoll
Director of Human Resources

Keith Lord
Director of Technology

59A Marsh Road
Pelham, NH 03076

T:(603)-635-1145
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Kimberly Noyes
Director of Student Services

To: Pelham School Board
From: Chip McGee, Superintendent
Sarah Marandos, Assistant Superintendent
Date: May 1, 2024
Re: Curriculum Revision Process

Summary

Curriculum revisions for our core courses in English, mathematics, science and social studies for grades K-5 are ready for review by the School Board. We are seeking Board approval for the curriculum documents to be shared with parents and the community.

Second Read

Elementary English Language Arts

The K-5 ELA curriculum for Pelham School District was designed based on the Common Core ELA Standards, which are the learning standards used in New Hampshire. The progression of learning in English Language Arts comes with the ability to apply skills in Reading, Language, and Writing. In Grades K-2, units are developed for Reading using Foundational Skills, Literary Texts and Informational Texts. As students progress in Grade 3-5, they focus on Reading Literary Texts and Informational Texts, Language, and Writing.

Vertical Team members: Jessica Parent (co-chair), Shannon Hansen, Libby Byrne, Tracy Hussey, Pattie Lamontagne, Amy Branco, Lisa Stevens, Jen Nugent, Erin Henderson, Adam Barriere

Second Read

Elementary Social Studies

By way of relevant background, RSA 189:11 currently requires that all public and non-public schools are required to provide regular courses of instruction in history, government, and the United States and New Hampshire Constitutions. SB 216 (effective July 2024) now requires that all public, chartered public, non-public, and privately incorporated schools which serve as public schools provide class time for civics education as follows:

Elementary Grades: Dedicated class time for civics in each elementary grade which can be integrated with other subjects.

Vertical Team members: Jamie Bryant (co-chair), Laura Montanile, Elaina Higgins, Bethany St. Aubin, Allison Miller, Becky Patterson, Lisa Stevens, Tristan Husby. Joe Fitzpatrick, Dawn Mead

Background

A vital part of a successful academic program is a guaranteed and viable curriculum. Guaranteed means that every student receives instruction on these areas. Viable means the content is appropriate for the students and can be reasonably taught in time allotted. Curriculum needs to be periodically reviewed and revised when necessary. After several years of internal work on curriculum revisions for grades K-5, we are ready to share our revisions with the School Board.

In 2014, the Pelham School Board approved curriculum in the four main content areas: English, math, science and social studies for grades K through 5. It is published on our [website](#).

Revisions are based on the current curriculum documents, the curriculum revision work by our teachers, the NH College and Career Ready Standards (NH CCRS), and textbooks and programs designed by professional writers.

Timeline

- Last year we presented the core middle and high school curricula over the course of the spring and summer of 2023, which was approved.
- Tonight we are presenting a first read of K-5 math and science.
- We are planning to present the elementary documents in English Language Arts and social studies at a future meeting.

Curriculum Revision Structure

Pelham uses the Understanding by Design (UbD) approach to curriculum development and revision. UbD has three parts:

- Stage 1 (Curriculum) This is an overview document that is designed to be informative and parent friendly. It explains what students are to know and be able to do as a result of the course.
- Stage 2 (Assessment) - This is how students will demonstrate what they have learned. It includes tests, projects, essay tasks and the rubrics and scoring guides that do with it. These are developed, maintained and revised internally.
- Stage 3 (Instruction) - These are materials, such as lesson plans, materials, equipment, worksheets, textbooks, google classroom archives, that are used for our professional staff while planning and implementing instruction.

We are seeking approval from the Board for the Stage 1 documents.

Curriculum Document Format

Stage 1 is designed to be accessible for students, parents and the community.

- Title and Description - a brief explanation of the topic of the unit.
- Standards - the state or national standards addressed in the unit. Pelham has identified “power standards” for each unit. These are the most important standards taught.
- Knowledge and Skills - the things students will know and be able to do as a result completing the unit, written in parent-friendly language. This also includes the key books and materials used in the unit.
- Essential Questions and Understandings - the big ideas the students will be addressing and the enduring ideas the teacher seeks to convey.

It is typically two pages or less per course and divided into curriculum units and each unit contains several parts.

Conclusion

We are proud of the teachers' collective work in these documents. It represents hundreds of hours of time and high level thinking. We ask for the Board's feedback on the document in terms of their readability for families, comprehensiveness, and scope. We recognize that ultimately, the Board is responsible for what is taught (the curriculum) and our professional staff is responsible for how it is taught each and every day.

PSD ELA CURRICULUM OVERVIEW K-5

Note: There is significant vocabulary used throughout these documents. If you have questions about ELA content, the best person to speak with is your child's teacher.

<u>Kindergarten</u>	<u>Grade 1</u>	<u>Grade 2</u>
<ul style="list-style-type: none">● Reading- Foundational Skills● Reading- Literary Texts● Reading- Informational Texts● Language● Writing	<ul style="list-style-type: none">● Reading- Foundational Skills● Reading- Literary Texts● Reading- Informational Texts● Language● Writing	<ul style="list-style-type: none">● Reading- Foundational Skills● Reading- Literary Texts● Reading- Informational Texts● Language● Writing
<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>
<ul style="list-style-type: none">● Reading- Literary Texts● Reading- Informational Texts● Language● Writing	<ul style="list-style-type: none">● Reading- Literary Texts● Reading- Informational Texts● Language● Writing	<ul style="list-style-type: none">● Reading- Literary Texts● Reading- Informational Texts● Language● Writing

Readin

Unit: Reading - Foundational Skills	
The purpose of this unit is to develop students' understanding and working knowledge of print, the alphabetic principle, and other basic conventions of the English writing system.	
Standards	Knowledge/Skills
<ul style="list-style-type: none"> ● Demonstrate understanding of the organization and basic features of print. ● Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ● Know and apply grade-level phonics and word analysis skills in decoding words. ● Read emergent-reader texts with purpose and understanding. 	<p>Students Will Know:</p> <ul style="list-style-type: none"> ● Alphabet, Capital, Lowercase, Uppercase ● Finger spacing, Left, Right, Top, Bottom ● Rhyme, Blend, Segment, Syllable, Isolate ● Letters, Sound ● Word families, Sight words ● Predications, Directionality, Punctuation ● Comprehension <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> ● Follow words from left to right, top to bottom, and page by page. ● Recognize that spoken words are represented in written language by specific sequences of letters. ● Understand that words are separated by spaces in print. ● Recognize and name all upper- and lowercase letters of the alphabet. ● Recognize and produce rhyming words. ● Count, pronounce, blend, and segment syllables in spoken words. ● Blend and segment onsets and rimes of single-syllable spoken words. ● Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or

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CVC) words.1 (This does not include CVCs ending with //, /r/, or /x/.)

- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Essential Questions/Understandings

Essential Questions:

- How do students understand the organization and basic features of print?
- How do students demonstrate an understanding of sounds, syllables and spoken words?
- How do readers apply phonics to decode words?
- How do readers improve fluency to support comprehension?

Enduring Understandings:

- Demonstrate an understanding of the organization and basic features of print.
- Demonstrate an understanding of spoken words, syllables and sounds (phonemes).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read emergent-reader texts with purpose and understanding.

Unit: Reading - Literary Texts

The purpose of this unit is to help ensure that students gain adequate exposure to a range of literary texts and tasks.

Standards

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, retell familiar stories, including key details.
- With prompting and support, identify characters, settings, and major events in a story.
- Ask and answer questions about unknown words in a text.
- Recognize common types of texts (e.g., storybooks, poems).
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Knowledge/Skills

Students Will Know:

- Asking questions, Identifying characters, Identifying setting, Identifying events, Retelling stories, Unknown words, Types of texts, Authors and illustrators, Story words and pictures, Comparing characters

Students Will Be Able To:

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, retell familiar stories, including key details.
- With prompting and support, identify characters, settings, and major events in a story.
- Ask and answer questions about unknown words in a text.
- Recognize common types of texts (e.g., storybooks, poems).
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Essential Questions/Understandings

Essential Questions:

- How do readers use text to support an interpretation?
- How do readers determine the message an author is trying to convey?
- How do readers determine how characters, events, and ideas develop and interact?
- How do readers interpret the author's use of language?
- How do readers use text structure to understand meaning?
- How do readers analyze point of view and/or purpose?
- How do readers use illustrations to understand the text?
- How do readers make connections between texts?

Enduring Understandings:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Unit: Reading - Informational Texts

The purpose of this unit is to help ensure that students gain adequate exposure to a range of informational texts and tasks.

Standards

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, identify the main topic and retell key details of a text.
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- With prompting and support, ask and answer questions about unknown words in a text.
- Identify the front cover, back cover, and title page of a book.
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- With prompting and support, identify the reasons an author gives to support points in a text.
- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Knowledge/Skills

Students Will Know:

- Asking questions, Main topic, Describing connections, Unknown words, Parts of a book, Words and pictures, Identifying reasons, Comparing two books

Students Will Be Able To:

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, identify the main topic and retell key details of a text.
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- With prompting and support, ask and answer questions about unknown words in a text.
- Identify the front cover, back cover, and title page of a book.
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- With prompting and support, identify the reasons an author gives to support points in a text.

- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Essential Questions/Understandings

Essential Questions:

- How do readers use text to support answers to questions?
- How do readers use key details from texts to support the main idea?
- How do readers make connections between concepts in a text?
- How do readers determine the meaning and use of content specific vocabulary?
- How do readers use text features to locate information?
- How do readers analyze point of view and/or purpose?
- How do readers use information from illustrations and text to demonstrate understanding?
- How do readers determine and make meaning of the arguments/claims presented in a text?
- How do readers make connections or determine differences or similarities among texts of the same topic?

Enduring Understandings:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of evidence.

PSD ELA CURRICULUM GRADE K

Unit: Language

The purpose of this unit is to help ensure that students gain adequate mastery of a range of language skills and applications.

Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- With guidance and support from adults, explore word relationships and nuances in word meanings.

Knowledge/Skills

Students Will Know:

- Upper case, Lower case, Capital letter,
- Nouns, Verbs, Plural, Adjectives
- Questions, Prepositions, Complete sentences, Punctuation, Question mark, Inflections
- Consonant, Vowel, Short vowel, Affixes
- Dictation, Shades of meaning
- Sorting, Opposite

Students Will Be Able To:

- Print many upper- and lowercase letters.
- Use frequently occurring nouns and verbs.
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- Produce and expand complete sentences in shared language activities.
- Capitalize the first word in a sentence and the pronoun I.
- Recognize and name end punctuation.

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- Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Essential Questions/Understandings

Essential Questions:

- How do students effectively use the conventions of standard English to convey a message?
- How do students effectively use the mechanics of standard English to convey a message?
- How do students use context clues and word parts to clarify the meaning of unknown words?
- How do students demonstrate their understanding of word meaning when making connections between related words?

Enduring Understandings:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts,

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and consulting general and specialized reference materials, as appropriate.

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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Unit: Writing

The purpose of this unit is to help ensure that students gain adequate mastery of a range of writing skills and applications.

Standards

- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Knowledge/Skills

Students Will Know:

- Drawing, Dictating, Writing
- Opinion, Topic, Title, Preference
- Informative/explanatory, Information
- Narrate, Event/events, Order, Reaction
- Digital tools, Produce, Publish, Collaboration

Students Will Be Able To:

- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Essential Questions/Understandings

Essential Questions:

- How do writers use valid evidence to support claims?
- How do writers explore topics and convey ideas?
- How do writers develop effective narratives?
- How do writers use technology to facilitate writing and collaboration?

Enduring Understandings:

- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Unit: Reading - Foundational Skills

The purpose of this unit is to develop students' understanding and working knowledge of print, the alphabetic principle, and other basic conventions of the English writing system.

Standards

- Demonstrate understanding of the organization and basic features of print.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read with sufficient accuracy and fluency to support comprehension.

Knowledge/Skills

Students Will Know:

- Capital and lowercase letter formation, Period, Question mark, Exclamation point, as ending punctuation
- Short vowel, Long vowel, Consonant blend, Pattern, Beginning, Middle, End, High Frequency Words, Digraph, Vowel, Syllable, Chunk, Root/base word, Word endings
- Fluency, Accuracy, Summarize, Predict, Back-up and reread, Context clues, Expression

Students Will Be Able To:

- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- Distinguish long from short vowel sounds in spoken single-syllable words.
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- Know the spelling-sound correspondences for common consonant digraphs.
- Decode regularly spelled one-syllable words.

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- Know final -e and common vowel team conventions for representing long vowel sounds.
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Read words with inflectional endings.
- Recognize and read grade-appropriate irregularly spelled words.
- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Essential Questions/Understandings

Essential Questions:

- How do students understand the organization and basic features of print?
- How do students demonstrate an understanding of sounds, syllables and spoken words?
- How do readers apply phonics to decode words?
- How do readers improve fluency to support comprehension?

Enduring Understandings:

- Demonstrate an understanding of the organization and basic features of print.
- Demonstrate an understanding of spoken words, syllables and sounds (phonemes).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read with sufficient accuracy and fluency to support comprehension.

Unit: Reading - Literary Texts

The purpose of this unit is to help ensure that students gain adequate exposure to a range of literary texts and tasks.

Standards

- Ask and answer questions about key details in a text.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Describe characters, settings, and major events in a story, using key details.
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- Identify who is telling the story at various points in a text.
- Use illustrations and details in a story to describe its characters, setting, or events.
- Compare and contrast the adventures and experiences of characters in stories.

Knowledge/Skills

Students Will Know:

- Asking questions, Describing characters, Describing setting, Describing events, Central message, Feeling words, Sensory words, Who is telling the story, Story words and pictures, Comparing characters

Students Will Be Able To:

- Ask and answer questions about key details in a text.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Describe characters, settings, and major events in a story, using key details.
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- Identify who is telling the story at various points in a text.
- Use illustrations and details in a story to describe its characters, setting, or events.
- Compare and contrast the adventures and experiences of characters in stories.

Essential Questions/Understandings

Essential Questions:

- How do readers use text to support an interpretation?
- How do readers determine the message an author is trying to convey?
- How do readers determine how characters, events, and ideas develop and interact?
- How do readers interpret the author's use of language?
- How do readers use text structure to understand meaning?
- How do readers analyze point of view and/or purpose?
- How do readers use illustrations to understand the text?
- How do readers make connections between texts?

Enduring Understandings:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Unit: Reading - Informational Texts

The purpose of this unit is to help ensure that students gain adequate exposure to a range of informational texts and tasks.

Standards

- Ask and answer questions about key details in a text.
- Identify the main topic and retell key details of a text.
- Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- Use the illustrations and details in a text to describe its key ideas.
- Identify the reasons an author gives to support points in a text.
- Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Knowledge/Skills

Students Will Know:

- Asking questions, Main topic, Describing connections, Finding word meanings, Text features, Words and pictures, Words with pictures, Identifying reasons, Comparing two texts

Students Will Be Able To:

- Ask and answer questions about key details in a text.
- Identify the main topic and retell key details of a text.
- Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- Use the illustrations and details in a text to describe its key ideas.
- Identify the reasons an author gives to support points in a text.
- Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Essential Questions/Understandings

Essential Questions:

- How do readers use text to support answers to questions?
- How do readers use key details from texts to support the main idea?
- How do readers make connections between concepts in a text?
- How do readers determine the meaning and use of content specific vocabulary?
- How do readers use text features to locate information?
- How do readers analyze point of view and/or purpose?
- How do readers use information from illustrations and text to demonstrate understanding?
- How do readers determine and make meaning of the arguments/claims presented in a text?
- How do readers make connections or determine differences or similarities among texts of the same topic?

Enduring Understandings:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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Unit: Language

The purpose of this unit is to help ensure that students gain adequate mastery of a range of language skills and applications.

Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

Knowledge/Skills

Students Will Know:

- Capital letter, Lowercase letter
- Nouns, Verbs, Adjectives, Sentences, Pronouns, Punctuation, Capitalization, Proper nouns, Common nouns, Dates, Months, Commas, End punctuation
- Prefix, Suffix, Affix, Context clues, Root words

Students Will Be Able To:

- Print all upper- and lowercase letters.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- Use frequently occurring adjectives.
- Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- Use determiners (e.g., articles, demonstratives).
- Use frequently occurring prepositions (e.g., during, beyond, toward).
- Produce and expand complete simple and compound

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declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

- Capitalize dates and names of people.
- Use end punctuation for sentences.
- Use commas in dates and to separate single words in a series.
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Use frequently occurring affixes as a clue to the meaning of a word.
- Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Essential Questions/Understandings

Essential Questions:

- How do students effectively use the conventions of standard English to convey a message?
- How do students effectively use the mechanics of standard English to convey a message?

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- How do students use context clues and word parts to clarify the meaning of unknown words?
- How do students demonstrate their understanding of word meaning when making connections between related words?

Enduring Understandings:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unit: Writing

The purpose of this unit is to help ensure that students gain adequate mastery of a range of writing skills and applications.

Standards

- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Knowledge/Skills

Students Will Know:

- Opinion, Introduce, Topic, Title, Reason, Closure
- Informative/explanatory, Facts
- Narrative, Sequence, Events, Detail, Temporal words
- Digital tools, Produce, Publish, Collaboration

Students Will Be Able To:

- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Essential Questions/Understandings

Essential Questions:

- How do writers use valid evidence to support claims?
- How do writers explore topics and convey ideas?
- How do writers develop effective narratives?
- How do writers use technology to facilitate writing and collaboration?

Enduring Understandings:

- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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Unit: Reading - Foundational Skills

The purpose of this unit is to develop students' understanding and working knowledge of print, the alphabetic principle, and other basic conventions of the English writing system.

Standards

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read with sufficient accuracy and fluency to support comprehension.

Knowledge/Skills

Students Will Know:

- Short vowel, Long vowel, Diphthong, Syllable
- Root, Affix, Prefix, Suffix
- Fluency, Accuracy, Expression, Rate, Context clues

Students Will Be Able To:

- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Know spelling-sound correspondences for additional common vowel teams.
- Decode regularly spelled two-syllable words with long vowels.
- Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences.
- Recognize and read grade-appropriate irregularly spelled words.
- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Essential Questions/Understandings

Essential Questions:

- How do readers apply phonics to decode words?
- How do readers improve fluency to support comprehension?

Enduring Understandings:

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read with sufficient accuracy and fluency to support comprehension.

Unit: Reading - Literary Texts

The purpose of this unit is to help ensure that students gain adequate exposure to a range of literary texts and tasks.

Standards

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Describe how characters in a story respond to major events and challenges.
- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Knowledge/Skills

Students Will Know:

- Ask and answer questions about a story, Recounting stories, Determining central meaning, Describe how characters act, Sound and meaning in stories, Rhythm and meaning in poems and songs, Parts of a story, Point of view, Connecting words and pictures, Comparing and contrasting stories

Students Will Be Able To:

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Describe how characters in a story respond to major events and challenges.
- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Essential Questions/Understandings

Essential Questions:

- How do readers use text to support an interpretation?
- How do readers determine the message an author is trying to convey?
- How do readers determine how characters, events, and ideas develop and interact?
- How do readers interpret the author's use of language?
- How do readers use text structure to understand meaning?
- How do readers analyze point of view and/or purpose?
- How do readers use illustrations to understand the text?
- How do readers make connections between texts?

Enduring Understandings:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Unit: Reading - Informational Texts

The purpose of this unit is to help ensure that students gain adequate exposure to a range of informational texts and tasks.

Standards

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- Describe how reasons support specific points the author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.

Knowledge/Skills

Students Will Know:

- Ask and answer questions about key details, Finding the main topic, Describing connections between historical events, Describing connections between scientific ideas, Unfamiliar words, Text features - captions, bold print, subheadings, glossaries, indexes, table of contents, Author’s purpose, Explain how images support text, Describing how authors use reason to support their ideas, Comparing and contrasting 2 texts

Students Will Be Able To:

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently

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- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- Describe how reasons support specific points the author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.

Essential Questions/Understandings

Essential Questions:

- How do readers use text to support answers to questions?
- How do readers use key details from texts to support the main idea?
- How do readers make connections between concepts in a text?
- How do readers determine the meaning and use of content specific vocabulary?
- How do readers use text features to locate information?
- How do readers analyze point of view and/or purpose?
- How do readers use information from illustrations and text to demonstrate understanding?
- How do readers determine and make meaning of the arguments/claims presented in a text?
- How do readers make connections or determine differences or similarities among texts of the same topic?

Enduring Understandings:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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Unit: Language

The purpose of this unit is to help ensure that students gain adequate mastery of a range of language skills and applications.

Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- Demonstrate understanding of word relationships and nuances in word meanings.

Knowledge/Skills

Students Will Know:

- Nouns, Plural nouns, Collective nouns, Pronouns, Reflexive pronouns, Verbs, Past tense of irregular verbs, Adjectives and adverbs, Complete sentences, Simple and compound sentences
- Capitalization - holidays, product names, geographic names, Punctuating greets and closing of letters
- Contractions, Possessive nouns, Spelling patterns
- Using resources to check spelling, Comparing formal and informal uses of English, Using context clues
- Prefixes, Root words, Compound words
- Using resources (Such as dictionary or a glossary) Real-life connections, Shades of meaning, Using adjectives and adverbs to describe

Students Will Be Able To:

- Use collective nouns (e.g., group).
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- Use reflexive pronouns (e.g., myself, ourselves).
- Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- Use adjectives and adverbs, and choose between them depending on what is to be modified.

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- Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- Capitalize holidays, product names, and geographic names.
- Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- Use resources such as, glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Essential Questions/Understandings

Essential Questions:

- How do students effectively use the conventions of standard English to convey a message?
- How do students effectively use the mechanics of standard English to convey a message?
- How do students use context clues and word parts to clarify the meaning of unknown words?
- How do students demonstrate their understanding of word meaning when making connections between related words?

Enduring Understandings:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unit: Writing

The purpose of this unit is to help ensure that students gain adequate mastery of a range of writing skills and applications.

Standards

- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Knowledge/Skills

Students Will Know:

- Opinion, Topic, Title, Reason, Linking words, Concluding statement
- Informative/explanatory, Facts, Definitions, Points, Concluding section
- Narrative, Recount, Well elaborated event, Sequence of events, Details, Actions, Thoughts, Feelings, Temporal words, Closure
- Digital tools, Produce, Publish, Collaboration

Students Will Be Able To:

- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

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

Essential Questions/Understandings

Essential Questions:

- How do writers use valid evidence to support claims?
- How do writers explore topics and convey ideas?
- How do writers develop effective narratives?
- How do writers use technology to facilitate writing and collaboration?

Enduring Understandings:

- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Unit: Reading - Literary Texts

The purpose of this unit is to help ensure that students gain adequate exposure to a range of literary texts and tasks.

Standards

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- Distinguish their own point of view from that of the narrator or those of the characters.
- Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting).
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Knowledge/Skills

Students Will Know:

- Ask and answer questions about stories, Describing characters, Recounting stories, Determining the central message, Words in context, What are stories made of, What are plays made of, What are poems made of, Point of view, Connecting words and pictures, Comparing and contrasting stories

Students Will Be Able To:

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- Distinguish their own point of view from that of the narrator or those of the characters.

- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Essential Questions/Understandings

Essential Questions:

- How do readers use text to support an interpretation?
- How do readers determine the message an author is trying to convey?
- How do readers determine how characters, events, and ideas develop and interact?
- How do readers interpret the author's use of language?
- How do readers use text structure to understand meaning?
- How do readers analyze point of view and/or purpose?
- How do readers use illustrations to understand the text?

Enduring Understandings:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Unit: Reading - Informational Texts

The purpose of this unit is to help ensure that students gain adequate exposure to a range of informational texts and tasks.

Standards

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Describe the relationship between a series of historical events, scientific ideas or concepts, using language that pertains to time, sequence, and cause/effect.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Distinguish their own point of view from that of the author of a text.

Knowledge/Skills

Students Will Know:

- Ask and answer questions about key ideas, Finding main ideas and details, Reading about time and sequence, Describing cause and effect, Unfamiliar words, Text features, Author’s point of view, Connecting words and pictures in informational text, Describing connections between sentences and paragraphs, Describing comparisons, Comparing and contrasting two texts

Students Will Be Able To:

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Distinguish their own point of view from that of the author of a text.
-

Essential Questions/Understandings

Essential Questions:

- How do readers use text to support answers to questions?
- How do readers use key details from texts to support the main idea?
- How do readers make connections between concepts in a text?
- How do readers determine the meaning and use of content specific vocabulary?
- How do readers use text features to locate information?
- How do readers analyze point of view and/or purpose?
- How do readers use information from illustrations and text to demonstrate understanding?
- How do readers determine and make meaning of the arguments/claims presented in a text?
- How do readers make connections or determine differences or similarities among texts of the same topic?

Enduring Understandings:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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Unit: Language

The purpose of this unit is to help ensure that students gain adequate mastery of a range of language skills and applications.

Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- Demonstrate understanding of word relationships and nuances in word meanings.

Knowledge/Skills

Students Will Know:

- Nouns, Pronouns, Verbs, Adjectives, Adverbs, Plural nouns, Abstract nouns, Simple verb tenses, Regular verbs, Irregular verbs
- Subject-verb agreement, Pronoun-antecedent agreement, Comparative and superlative adjectives and adverbs, Coordinating conjunctions, Simple and compound sentences, Subordinating conjunctions and complex sentences
- Capitalizations in titles, Punctuating addresses, Punctuating dialogue, Possessive nouns, Possessive pronouns
- Adding suffixes, Using reference works, Choosing words and phrases for effect, Spoken and written English, Using context clues, Prefixes and suffixes, Root words
- Using a dictionary or glossary, Literal and nonliteral meanings, Real-life connections, Shades of meaning, Words for time and space

Students Will Be Able To:

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- Form and use regular and irregular plural nouns.
- Use abstract nouns (e.g., childhood).
- Form and use regular and irregular verbs.

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- Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. Ensure subject-verb and pronoun-antecedent agreement.
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- Use coordinating and subordinating conjunctions.
- Produce simple, compound, and complex sentences.
- Capitalize appropriate words in titles.
- Use commas in addresses.
- Use commas and quotation marks in dialogue.
- Form and use possessives.
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases and correct spellings.
- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

- Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Essential Questions/Understandings

Essential Questions:

- How do students effectively use the conventions of standard English to convey a message?
- How do students effectively use the mechanics of standard English to convey a message?
- How do students use context clues and word parts to clarify the meaning of unknown words?
- How do students demonstrate their understanding of word meaning when making connections between related words?

Enduring Understandings:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unit: Writing

The purpose of this unit is to help ensure that students gain adequate mastery of a range of writing skills and applications.

Standards

- Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Knowledge/Skills

Students Will Know:

- Opinion, Topic, Text, Supporting, Point of view, Reason
- Informative/explanatory, Examine, Ideas, Information
- Narrative, Real experiences, Imagined experiences, Effective technique, Descriptive details, Event sequence
- Technology, Produce, Publish, Keyboarding skills, Interact, Collaborate

Students Will Be Able To:

- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- Provide a concluding statement or section.
- Introduce a topic and group related information together; include illustrations when useful to aid comprehension.
- Develop the topic with facts, definitions, and details.
- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- Provide a concluding statement or section.
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- Use temporal words and phrases to signal event order.
- Provide a sense of closure.

Essential Questions/Understandings

Essential Questions:

- How do writers use valid evidence to support claims?
- How do writers explore topics and convey ideas?
- How do writers develop effective narratives?
- How do writers use technology to facilitate writing and collaboration?

Enduring Understandings:

- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Unit: Reading - Literary Texts

The purpose of this unit is to help ensure that students gain adequate exposure to a range of literary texts and tasks.

Standards

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
- Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the

Knowledge/Skills

Students Will Know:

- Describing characters in plays, Describing settings and events in stories, Determining the theme of a story, Determining the theme of a poem, Summarizing literary texts, Supporting inferences about literary texts, Understanding vocab in literary texts, Comparing point of view, Elements of poetry, Elements of plays, Comparing poems, plays, and prose, Connecting presentations of a text, Comparing topics and themes in stories, comparing patterns of events in stories

Students Will Be Able To:

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
- Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm,

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quest) in stories, myths, and traditional literature from different cultures.

meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Essential Questions/Understandings

Essential Questions:

- How do readers use text to support an interpretation?
- How do readers determine the message an author is trying to convey?
- How do readers determine how characters, events, and ideas develop and interact?
- How do readers interpret the author's use of figurative language?
- How do readers use text structure to understand meaning?
- How do readers analyze point of view and/or purpose?
- How do readers use text features to understand the text?
- How do readers make connections between texts?

Enduring Understandings:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why characters, events, or ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how

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specific word choices shape meaning or tone.

- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Unit: Reading - Informational Texts

The purpose of this unit is to help ensure that students gain adequate exposure to a range of informational texts and tasks.

Standards

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- Explain how an author uses reasons and evidence to support particular points in a text.

Knowledge/Skills

Students Will Know:

- Finding main ideas and details, Understanding historical texts, Understanding technical texts, Summarizing informational texts, Supporting inferences about informational texts, Unfamiliar words, Text structures - cause and effect, compare and contrast, chronology, problem and solution, Comparing accounts of the same topic, Interpreting visual information, Explaining an author's reason and evidence, Integrating information from two sources

Students Will Be Able To:

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

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- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

- Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- Explain how an author uses reasons and evidence to support particular points in a text.
- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Essential Questions/Understandings

Essential Questions:

- How do readers use text to support answers to questions?
- How do readers use key details from texts to support the main idea?
- How do readers make connections between concepts in a text?
- How do readers determine the meaning and use of content specific vocabulary?
- How do readers use text features to locate information?
- How do readers analyze point of view and/or purpose?
- How do readers use information from text features and text to demonstrate understanding?
- How do readers determine and make meaning of the arguments/claims presented in a text?
- How do readers make connections or determine differences or similarities among texts of the same topic?

Enduring Understandings:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

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- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Describe and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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Unit: Language

The purpose of this unit is to help ensure that students gain adequate mastery of a range of language skills and applications.

Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Knowledge/Skills

Students Will Know:

- Relative pronouns and adverbs, Progressive verb tense, Modal auxiliaries, Order of adjectives, Prepositions and prepositional phrases
- Complete sentences and fragments, Run-on sentences
- Commonly confused words
- Capitalizing names of places and things, Punctuating direct quotations, Using commas with coordinating conjunctions, Precise words and phrases, Punctuation for effect
- Formal and informal language, Using context clues, Greek and Latin word parts, Using a dictionary or glossary
- Similes and metaphors, Idioms, Adages and proverbs, Synonyms and antonyms
- Using a thesaurus, Precise words for actions and feelings

Students Will Be Able To:

- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- Use modal auxiliaries (e.g., can, may, must) to convey various conditions. Order adjectives within sentences according to

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conventional patterns (e.g., a small red bag rather than a red small bag).

- Form and use prepositional phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Correctly use multi-meaning words (e.g., to, too, two; there, their).
- Use correct capitalization.
- Use commas and quotation marks to mark direct speech and quotations from a text.
- Use a comma before a coordinating conjunction in a compound sentence.
- Spell grade-appropriate words correctly, consulting references as needed.
- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Demonstrate understanding of words by relating them to their antonyms and synonyms

Essential Questions/Understandings

Essential Questions:

- How do students effectively use the conventions of standard English to convey a message?
- How do students effectively use the mechanics of standard English to convey a message?
- How do students use context clues and word parts to determine the meaning of unknown words?
- How do students demonstrate their understanding of word meaning when making connections between related words?

Enduring Understandings:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unit: Writing

The purpose of this unit is to help ensure that students gain adequate mastery of a range of writing skills and applications.

Standards

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Knowledge/Skills

Students Will Know:

- Opinion, Topic, Supporting point of view, Reason, Relevant Information
- Informative/explanatory, Examine, Convey ideas
- Narrative, Real experiences, Imagined experiences, Effective technique, Descriptive details, Event sequence
- Technology, Internet, Produce, Publish, Interact, Collaborate, Keyboarding skills

Students Will Be Able To:

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- Provide a concluding statement or section related to the opinion presented.
- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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- Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.
- Engage the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words and phrases to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

Essential Questions/Understandings

Essential Questions:

- How do writers use valid evidence to support claims?
- How do writers explore topics and convey ideas?
- How do writers develop effective narratives?
- How do writers use technology to facilitate writing and collaboration?

Enduring Understandings:

- Write arguments to support claims using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event

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sequences.

- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others

Unit: Reading - Literary Texts

The purpose of this unit is to help ensure that students gain adequate exposure to a range of literary texts and tasks.

Standards

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- Describe how a narrator’s or speaker’s point of view influences how events are described.
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Knowledge/Skills

Students Will Know:

- Compare and contrast characters in drama, Compare and contrast settings and events, Finding the theme of a story or drama, Finding the theme of a poem, Summarizing literary texts, Using details to support inferences in literary texts, Language and meaning, Understanding literary structure, Point of view, Analyzing visual elements in literary texts, Comparing and contrasting stories in the same genre

Students Will Be Able To:

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

- Describe how a narrator's or speaker's point of view influences how events are described.
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Essential Questions/Understandings

Essential Questions:

- How do readers use text to support an interpretation?
- How do readers determine the message an author is trying to convey?
- How do readers determine how characters, events, and ideas develop and interact?
- How do readers interpret the author's use of language?
- How do readers use text structure to understand meaning?
- How do readers analyze point of view and/or purpose?
- How do readers use illustrations to understand the text?
- How do readers make connections between texts?

Enduring Understandings:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.

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- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Unit: Reading - Informational Texts

The purpose of this unit is to help ensure that students gain adequate exposure to a range of informational texts and tasks.

Standards

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Knowledge/Skills

Students Will Know:

- Finding main ideas and details, Summarizing informational texts, Using details to support inferences, Exploring relationships in scientific and technical texts, Explaining relationships in historical texts, Unfamiliar words, Comparing texts structures - chronology, problem and solution, cause and effect, compare and contrast, Analyze accounts of the same topic, Finding information from multiple sources, Understanding supporting evidence, Using multiple sources for writing and speaking

Students Will Be Able To:

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

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- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Essential Questions/Understandings

Essential Questions:

- How do readers use text to support answers to questions?
- How do readers use key details from texts to support the main idea?
- How do readers make connections between concepts in a text?
- How do readers determine the meaning and use of content specific vocabulary?
- How do readers use text features to locate information?
- How do readers analyze point of view and/or purpose?
- How do readers use information from illustrations and text to demonstrate understanding?
- How do readers determine and make meaning of the arguments/claims presented in a text?
- How do readers make connections or determine differences or similarities among texts of the same topic?

Enduring Understandings:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how

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specific word choices shape meaning or tone.

- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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Unit: Language

The purpose of this unit is to help ensure that students gain adequate mastery of a range of language skills and applications.

Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Knowledge/Skills

Students Will Know:

- Coordinating and subordinating conjunctions, Prepositions and prepositional phrases, Interjections
- Perfect verb tense, Using verb tenses, Shifts in verb tenses
- Correlative conjunctions, Punctuating items in a series, Commas after introductory elements, More uses for commas
- Punctuating titles of works, Revising sentences, Combining sentences
- Varieties of English - dialect and register, Using context clues, Greek and Latin word parts, Using a dictionary or glossary
- Figurative language, Idioms, adages, and proverbs, Synonyms and antonyms, Homographs
- Using a thesaurus, Words that connect

Students Will Be Able To:

- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Use correlative conjunctions (e.g., either/or, neither/nor).

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- Use punctuation to separate items in a series.
- Use a comma to separate an introductory element from the rest of the sentence.
- Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- Use underlining, quotation marks, or italics to indicate titles of works.
- Spell grade-appropriate words correctly, consulting references as needed.
- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- Interpret figurative language, including similes and metaphors, in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Essential Questions/Understandings

Essential Questions:

- How do students effectively use the conventions of standard English to convey a message?
- How do students effectively use the mechanics of standard English to convey a message?

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- How do students use context clues and word parts to clarify the meaning of unknown words?
- How do students demonstrate their understanding of word meaning when making connections between related words?

Enduring Understandings:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unit: Writing

The purpose of this unit is to help ensure that students gain adequate mastery of a range of writing skills and applications.

Standards

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Knowledge/Skills

Students Will Know:

- Opinion, Topic, Text, Supporting point of view, Reason
- Information, Informative/explanatory, Examine, Convey ideas
- Narrative, Real experiences, Imagined experiences, Effective technique, Descriptive details, Event sequence
- Technology, Internet, Produce, Publish, Interact, Collaborate, Keyboarding skills

Students Will Be Able To:

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- Provide a concluding statement or section related to the opinion presented.
- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.

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- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

Essential Questions/Understandings

Essential Questions:

- How do writers use valid evidence to support claims?
- How do writers explore topics and convey ideas?
- How do writers develop effective narratives?
- How do writers use technology to facilitate writing and collaboration?

Enduring Understandings:

- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

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- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

PSD SOCIAL STUDIES CURRICULUM OVERVIEW K-5

Note: There is significant vocabulary used throughout these documents. If you have questions about Social Studies content, the best person to speak with is your child's teacher. Civics is taught in an interdisciplinary manner with [ELA texts](#).

<u>Kindergarten</u>	<u>Grade 1</u>	<u>Grade 2</u>
<ul style="list-style-type: none"> ● Civics and Government ● Economics ● Geography ● NH/USHistory 	<ul style="list-style-type: none"> ● Civics and Government ● Economics ● Geography ● NH/USHistory ● World History 	<ul style="list-style-type: none"> ● Civics and Government ● Economics ● Geography ● NH/USHistory ● World History
<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>
<ul style="list-style-type: none"> ● Economics ● Geography ● NH/USHistory and Civics 	<ul style="list-style-type: none"> ● Civics and Government ● Economics ● Geography ● NH/USHistory 	<ul style="list-style-type: none"> ● Civics and Government ● Economics ● Geography ● NH/USHistory ● World History

Readin

Unit: Reading - Foundational Skills	
<p>The purpose of this unit is to develop students' understanding and working knowledge of print, the alphabetic principle, and other basic conventions of the English writing system.</p>	
Standards	Knowledge/Skills
<ul style="list-style-type: none"> ● Demonstrate understanding of the organization and basic features of print. ● Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ● Know and apply grade-level phonics and word analysis skills in decoding words. ● Read emergent-reader texts with purpose and understanding. 	<p>Students Will Know:</p> <ul style="list-style-type: none"> ● Alphabet, Capital, Lowercase, Uppercase ● Finger spacing, Left, Right, Top, Bottom ● Rhyme, Blend, Segment, Syllable, Isolate ● Letters, Sound ● Word families, Sight words ● Predications, Directionality, Punctuation ● Comprehension <p>Students Will Be Able To:</p> <ul style="list-style-type: none"> ● Follow words from left to right, top to bottom, and page by page. ● Recognize that spoken words are represented in written language by specific sequences of letters. ● Understand that words are separated by spaces in print. ● Recognize and name all upper- and lowercase letters of the alphabet. ● Recognize and produce rhyming words. ● Count, pronounce, blend, and segment syllables in spoken words. ● Blend and segment onsets and rimes of single-syllable spoken words. ● Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or

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CVC) words.1 (This does not include CVCs ending with //, /r/, or /x/.)

- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Essential Questions/Understandings

Essential Questions:

- How do students understand the organization and basic features of print?
- How do students demonstrate an understanding of sounds, syllables and spoken words?
- How do readers apply phonics to decode words?
- How do readers improve fluency to support comprehension?

Enduring Understandings:

- Demonstrate an understanding of the organization and basic features of print.
- Demonstrate an understanding of spoken words, syllables and sounds (phonemes).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read emergent-reader texts with purpose and understanding.

Unit: Reading - Literary Texts

The purpose of this unit is to help ensure that students gain adequate exposure to a range of literary texts and tasks.

Standards

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, retell familiar stories, including key details.
- With prompting and support, identify characters, settings, and major events in a story.
- Ask and answer questions about unknown words in a text.
- Recognize common types of texts (e.g., storybooks, poems).
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Knowledge/Skills

Students Will Know:

- Asking questions, Identifying characters, Identifying setting, Identifying events, Retelling stories, Unknown words, Types of texts, Authors and illustrators, Story words and pictures, Comparing characters

Students Will Be Able To:

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, retell familiar stories, including key details.
- With prompting and support, identify characters, settings, and major events in a story.
- Ask and answer questions about unknown words in a text.
- Recognize common types of texts (e.g., storybooks, poems).
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Essential Questions/Understandings

Essential Questions:

- How do readers use text to support an interpretation?
- How do readers determine the message an author is trying to convey?
- How do readers determine how characters, events, and ideas develop and interact?
- How do readers interpret the author's use of language?
- How do readers use text structure to understand meaning?
- How do readers analyze point of view and/or purpose?
- How do readers use illustrations to understand the text?
- How do readers make connections between texts?

Enduring Understandings:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Unit: Reading - Informational Texts

The purpose of this unit is to help ensure that students gain adequate exposure to a range of informational texts and tasks.

Standards

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, identify the main topic and retell key details of a text.
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- With prompting and support, ask and answer questions about unknown words in a text.
- Identify the front cover, back cover, and title page of a book.
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- With prompting and support, identify the reasons an author gives to support points in a text.
- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Knowledge/Skills

Students Will Know:

- Asking questions, Main topic, Describing connections, Unknown words, Parts of a book, Words and pictures, Identifying reasons, Comparing two books

Students Will Be Able To:

- With prompting and support, ask and answer questions about key details in a text.
- With prompting and support, identify the main topic and retell key details of a text.
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- With prompting and support, ask and answer questions about unknown words in a text.
- Identify the front cover, back cover, and title page of a book.
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- With prompting and support, identify the reasons an author gives to support points in a text.

- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Essential Questions/Understandings

Essential Questions:

- How do readers use text to support answers to questions?
- How do readers use key details from texts to support the main idea?
- How do readers make connections between concepts in a text?
- How do readers determine the meaning and use of content specific vocabulary?
- How do readers use text features to locate information?
- How do readers analyze point of view and/or purpose?
- How do readers use information from illustrations and text to demonstrate understanding?
- How do readers determine and make meaning of the arguments/claims presented in a text?
- How do readers make connections or determine differences or similarities among texts of the same topic?

Enduring Understandings:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of evidence.

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Unit: Language

The purpose of this unit is to help ensure that students gain adequate mastery of a range of language skills and applications.

Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- With guidance and support from adults, explore word relationships and nuances in word meanings.

Knowledge/Skills

Students Will Know:

- Upper case, Lower case, Capital letter,
- Nouns, Verbs, Plural, Adjectives
- Questions, Prepositions, Complete sentences, Punctuation, Question mark, Inflections
- Consonant, Vowel, Short vowel, Affixes
- Dictation, Shades of meaning
- Sorting, Opposite

Students Will Be Able To:

- Print many upper- and lowercase letters.
- Use frequently occurring nouns and verbs.
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- Produce and expand complete sentences in shared language activities.
- Capitalize the first word in a sentence and the pronoun I.
- Recognize and name end punctuation.

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- Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Essential Questions/Understandings

Essential Questions:

- How do students effectively use the conventions of standard English to convey a message?
- How do students effectively use the mechanics of standard English to convey a message?
- How do students use context clues and word parts to clarify the meaning of unknown words?
- How do students demonstrate their understanding of word meaning when making connections between related words?

Enduring Understandings:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts,

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and consulting general and specialized reference materials, as appropriate.

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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Unit: Writing

The purpose of this unit is to help ensure that students gain adequate mastery of a range of writing skills and applications.

Standards

- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Knowledge/Skills

Students Will Know:

- Drawing, Dictating, Writing
- Opinion, Topic, Title, Preference
- Informative/explanatory, Information
- Narrate, Event/events, Order, Reaction
- Digital tools, Produce, Publish, Collaboration

Students Will Be Able To:

- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Essential Questions/Understandings

Essential Questions:

- How do writers use valid evidence to support claims?
- How do writers explore topics and convey ideas?
- How do writers develop effective narratives?
- How do writers use technology to facilitate writing and collaboration?

Enduring Understandings:

- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Unit: Reading - Foundational Skills

The purpose of this unit is to develop students' understanding and working knowledge of print, the alphabetic principle, and other basic conventions of the English writing system.

Standards

- Demonstrate understanding of the organization and basic features of print.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read with sufficient accuracy and fluency to support comprehension.

Knowledge/Skills

Students Will Know:

- Capital and lowercase letter formation, Period, Question mark, Exclamation point, as ending punctuation
- Short vowel, Long vowel, Consonant blend, Pattern, Beginning, Middle, End, High Frequency Words, Digraph, Vowel, Syllable, Chunk, Root/base word, Word endings
- Fluency, Accuracy, Summarize, Predict, Back-up and reread, Context clues, Expression

Students Will Be Able To:

- Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
- Distinguish long from short vowel sounds in spoken single-syllable words.
- Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
- Know the spelling-sound correspondences for common consonant digraphs.
- Decode regularly spelled one-syllable words.

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- Know final -e and common vowel team conventions for representing long vowel sounds.
- Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- Decode two-syllable words following basic patterns by breaking the words into syllables.
- Read words with inflectional endings.
- Recognize and read grade-appropriate irregularly spelled words.
- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Essential Questions/Understandings

Essential Questions:

- How do students understand the organization and basic features of print?
- How do students demonstrate an understanding of sounds, syllables and spoken words?
- How do readers apply phonics to decode words?
- How do readers improve fluency to support comprehension?

Enduring Understandings:

- Demonstrate an understanding of the organization and basic features of print.
- Demonstrate an understanding of spoken words, syllables and sounds (phonemes).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read with sufficient accuracy and fluency to support comprehension.

Unit: Reading - Literary Texts

The purpose of this unit is to help ensure that students gain adequate exposure to a range of literary texts and tasks.

Standards

- Ask and answer questions about key details in a text.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Describe characters, settings, and major events in a story, using key details.
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- Identify who is telling the story at various points in a text.
- Use illustrations and details in a story to describe its characters, setting, or events.
- Compare and contrast the adventures and experiences of characters in stories.

Knowledge/Skills

Students Will Know:

- Asking questions, Describing characters, Describing setting, Describing events, Central message, Feeling words, Sensory words, Who is telling the story, Story words and pictures, Comparing characters

Students Will Be Able To:

- Ask and answer questions about key details in a text.
- Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- Describe characters, settings, and major events in a story, using key details.
- Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- Identify who is telling the story at various points in a text.
- Use illustrations and details in a story to describe its characters, setting, or events.
- Compare and contrast the adventures and experiences of characters in stories.

Essential Questions/Understandings

Essential Questions:

- How do readers use text to support an interpretation?
- How do readers determine the message an author is trying to convey?
- How do readers determine how characters, events, and ideas develop and interact?
- How do readers interpret the author's use of language?
- How do readers use text structure to understand meaning?
- How do readers analyze point of view and/or purpose?
- How do readers use illustrations to understand the text?
- How do readers make connections between texts?

Enduring Understandings:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Unit: Reading - Informational Texts

The purpose of this unit is to help ensure that students gain adequate exposure to a range of informational texts and tasks.

Standards

- Ask and answer questions about key details in a text.
- Identify the main topic and retell key details of a text.
- Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- Use the illustrations and details in a text to describe its key ideas.
- Identify the reasons an author gives to support points in a text.
- Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Knowledge/Skills

Students Will Know:

- Asking questions, Main topic, Describing connections, Finding word meanings, Text features, Words and pictures, Words with pictures, Identifying reasons, Comparing two texts

Students Will Be Able To:

- Ask and answer questions about key details in a text.
- Identify the main topic and retell key details of a text.
- Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- Use the illustrations and details in a text to describe its key ideas.
- Identify the reasons an author gives to support points in a text.
- Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Essential Questions/Understandings

Essential Questions:

- How do readers use text to support answers to questions?
- How do readers use key details from texts to support the main idea?
- How do readers make connections between concepts in a text?
- How do readers determine the meaning and use of content specific vocabulary?
- How do readers use text features to locate information?
- How do readers analyze point of view and/or purpose?
- How do readers use information from illustrations and text to demonstrate understanding?
- How do readers determine and make meaning of the arguments/claims presented in a text?
- How do readers make connections or determine differences or similarities among texts of the same topic?

Enduring Understandings:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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Unit: Language

The purpose of this unit is to help ensure that students gain adequate mastery of a range of language skills and applications.

Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

Knowledge/Skills

Students Will Know:

- Capital letter, Lowercase letter
- Nouns, Verbs, Adjectives, Sentences, Pronouns, Punctuation, Capitalization, Proper nouns, Common nouns, Dates, Months, Commas, End punctuation
- Prefix, Suffix, Affix, Context clues, Root words

Students Will Be Able To:

- Print all upper- and lowercase letters.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
- Use frequently occurring adjectives.
- Use frequently occurring conjunctions (e.g., and, but, or, so, because).
- Use determiners (e.g., articles, demonstratives).
- Use frequently occurring prepositions (e.g., during, beyond, toward).
- Produce and expand complete simple and compound

declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

- Capitalize dates and names of people.
- Use end punctuation for sentences.
- Use commas in dates and to separate single words in a series.
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Use frequently occurring affixes as a clue to the meaning of a word.
- Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Essential Questions/Understandings

Essential Questions:

- How do students effectively use the conventions of standard English to convey a message?
- How do students effectively use the mechanics of standard English to convey a message?

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- How do students use context clues and word parts to clarify the meaning of unknown words?
- How do students demonstrate their understanding of word meaning when making connections between related words?

Enduring Understandings:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unit: Writing

The purpose of this unit is to help ensure that students gain adequate mastery of a range of writing skills and applications.

Standards

- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Knowledge/Skills

Students Will Know:

- Opinion, Introduce, Topic, Title, Reason, Closure
- Informative/explanatory, Facts
- Narrative, Sequence, Events, Detail, Temporal words
- Digital tools, Produce, Publish, Collaboration

Students Will Be Able To:

- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Essential Questions/Understandings

Essential Questions:

- How do writers use valid evidence to support claims?
- How do writers explore topics and convey ideas?
- How do writers develop effective narratives?
- How do writers use technology to facilitate writing and collaboration?

Enduring Understandings:

- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

PSD ELA CURRICULUM GRADE 2

Unit: Reading - Foundational Skills

The purpose of this unit is to develop students' understanding and working knowledge of print, the alphabetic principle, and other basic conventions of the English writing system.

Standards

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read with sufficient accuracy and fluency to support comprehension.

Knowledge/Skills

Students Will Know:

- Short vowel, Long vowel, Diphthong, Syllable
- Root, Affix, Prefix, Suffix
- Fluency, Accuracy, Expression, Rate, Context clues

Students Will Be Able To:

- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Know spelling-sound correspondences for additional common vowel teams.
- Decode regularly spelled two-syllable words with long vowels.
- Decode words with common prefixes and suffixes.
- Identify words with inconsistent but common spelling-sound correspondences.
- Recognize and read grade-appropriate irregularly spelled words.
- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Essential Questions/Understandings

Essential Questions:

- How do readers apply phonics to decode words?
- How do readers improve fluency to support comprehension?

Enduring Understandings:

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Read with sufficient accuracy and fluency to support comprehension.

Unit: Reading - Literary Texts

The purpose of this unit is to help ensure that students gain adequate exposure to a range of literary texts and tasks.

Standards

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Describe how characters in a story respond to major events and challenges.
- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Knowledge/Skills

Students Will Know:

- Ask and answer questions about a story, Recounting stories, Determining central meaning, Describe how characters act, Sound and meaning in stories, Rhythm and meaning in poems and songs, Parts of a story, Point of view, Connecting words and pictures, Comparing and contrasting stories

Students Will Be Able To:

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- Describe how characters in a story respond to major events and challenges.
- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

- Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Essential Questions/Understandings

Essential Questions:

- How do readers use text to support an interpretation?
- How do readers determine the message an author is trying to convey?
- How do readers determine how characters, events, and ideas develop and interact?
- How do readers interpret the author's use of language?
- How do readers use text structure to understand meaning?
- How do readers analyze point of view and/or purpose?
- How do readers use illustrations to understand the text?
- How do readers make connections between texts?

Enduring Understandings:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Unit: Reading - Informational Texts

The purpose of this unit is to help ensure that students gain adequate exposure to a range of informational texts and tasks.

Standards

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- Describe how reasons support specific points the author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.

Knowledge/Skills

Students Will Know:

- Ask and answer questions about key details, Finding the main topic, Describing connections between historical events, Describing connections between scientific ideas, Unfamiliar words, Text features - captions, bold print, subheadings, glossaries, indexes, table of contents, Author’s purpose, Explain how images support text, Describing how authors use reason to support their ideas, Comparing and contrasting 2 texts

Students Will Be Able To:

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently

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- Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- Describe how reasons support specific points the author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.

Essential Questions/Understandings

Essential Questions:

- How do readers use text to support answers to questions?
- How do readers use key details from texts to support the main idea?
- How do readers make connections between concepts in a text?
- How do readers determine the meaning and use of content specific vocabulary?
- How do readers use text features to locate information?
- How do readers analyze point of view and/or purpose?
- How do readers use information from illustrations and text to demonstrate understanding?
- How do readers determine and make meaning of the arguments/claims presented in a text?
- How do readers make connections or determine differences or similarities among texts of the same topic?

Enduring Understandings:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

PSD ELA CURRICULUM GRADE 2

Unit: Language

The purpose of this unit is to help ensure that students gain adequate mastery of a range of language skills and applications.

Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- Demonstrate understanding of word relationships and nuances in word meanings.

Knowledge/Skills

Students Will Know:

- Nouns, Plural nouns, Collective nouns, Pronouns, Reflexive pronouns, Verbs, Past tense of irregular verbs, Adjectives and adverbs, Complete sentences, Simple and compound sentences
- Capitalization - holidays, product names, geographic names, Punctuating greets and closing of letters
- Contractions, Possessive nouns, Spelling patterns
- Using resources to check spelling, Comparing formal and informal uses of English, Using context clues
- Prefixes, Root words, Compound words
- Using resources (Such as dictionary or a glossary) Real-life connections, Shades of meaning, Using adjectives and adverbs to describe

Students Will Be Able To:

- Use collective nouns (e.g., group).
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- Use reflexive pronouns (e.g., myself, ourselves).
- Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- Use adjectives and adverbs, and choose between them depending on what is to be modified.

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- Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- Capitalize holidays, product names, and geographic names.
- Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- Use resources such as, glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Essential Questions/Understandings

Essential Questions:

- How do students effectively use the conventions of standard English to convey a message?
- How do students effectively use the mechanics of standard English to convey a message?
- How do students use context clues and word parts to clarify the meaning of unknown words?
- How do students demonstrate their understanding of word meaning when making connections between related words?

Enduring Understandings:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unit: Writing

The purpose of this unit is to help ensure that students gain adequate mastery of a range of writing skills and applications.

Standards

- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Knowledge/Skills

Students Will Know:

- Opinion, Topic, Title, Reason, Linking words, Concluding statement
- Informative/explanatory, Facts, Definitions, Points, Concluding section
- Narrative, Recount, Well elaborated event, Sequence of events, Details, Actions, Thoughts, Feelings, Temporal words, Closure
- Digital tools, Produce, Publish, Collaboration

Students Will Be Able To:

- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

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

Essential Questions/Understandings

Essential Questions:

- How do writers use valid evidence to support claims?
- How do writers explore topics and convey ideas?
- How do writers develop effective narratives?
- How do writers use technology to facilitate writing and collaboration?

Enduring Understandings:

- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Unit: Reading - Literary Texts

The purpose of this unit is to help ensure that students gain adequate exposure to a range of literary texts and tasks.

Standards

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- Distinguish their own point of view from that of the narrator or those of the characters.
- Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting).
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Knowledge/Skills

Students Will Know:

- Ask and answer questions about stories, Describing characters, Recounting stories, Determining the central message, Words in context, What are stories made of, What are plays made of, What are poems made of, Point of view, Connecting words and pictures, Comparing and contrasting stories

Students Will Be Able To:

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- Distinguish their own point of view from that of the narrator or those of the characters.

- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Essential Questions/Understandings

Essential Questions:

- How do readers use text to support an interpretation?
- How do readers determine the message an author is trying to convey?
- How do readers determine how characters, events, and ideas develop and interact?
- How do readers interpret the author's use of language?
- How do readers use text structure to understand meaning?
- How do readers analyze point of view and/or purpose?
- How do readers use illustrations to understand the text?

Enduring Understandings:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Unit: Reading - Informational Texts

The purpose of this unit is to help ensure that students gain adequate exposure to a range of informational texts and tasks.

Standards

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Describe the relationship between a series of historical events, scientific ideas or concepts, using language that pertains to time, sequence, and cause/effect.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Distinguish their own point of view from that of the author of a text.

Knowledge/Skills

Students Will Know:

- Ask and answer questions about key ideas, Finding main ideas and details, Reading about time and sequence, Describing cause and effect, Unfamiliar words, Text features, Author’s point of view, Connecting words and pictures in informational text, Describing connections between sentences and paragraphs, Describing comparisons, Comparing and contrasting two texts

Students Will Be Able To:

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Distinguish their own point of view from that of the author of a text.
-

Essential Questions/Understandings

Essential Questions:

- How do readers use text to support answers to questions?
- How do readers use key details from texts to support the main idea?
- How do readers make connections between concepts in a text?
- How do readers determine the meaning and use of content specific vocabulary?
- How do readers use text features to locate information?
- How do readers analyze point of view and/or purpose?
- How do readers use information from illustrations and text to demonstrate understanding?
- How do readers determine and make meaning of the arguments/claims presented in a text?
- How do readers make connections or determine differences or similarities among texts of the same topic?

Enduring Understandings:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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Unit: Language

The purpose of this unit is to help ensure that students gain adequate mastery of a range of language skills and applications.

Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- Demonstrate understanding of word relationships and nuances in word meanings.

Knowledge/Skills

Students Will Know:

- Nouns, Pronouns, Verbs, Adjectives, Adverbs, Plural nouns, Abstract nouns, Simple verb tenses, Regular verbs, Irregular verbs
- Subject-verb agreement, Pronoun-antecedent agreement, Comparative and superlative adjectives and adverbs, Coordinating conjunctions, Simple and compound sentences, Subordinating conjunctions and complex sentences
- Capitalizations in titles, Punctuating addresses, Punctuating dialogue, Possessive nouns, Possessive pronouns
- Adding suffixes, Using reference works, Choosing words and phrases for effect, Spoken and written English, Using context clues, Prefixes and suffixes, Root words
- Using a dictionary or glossary, Literal and nonliteral meanings, Real-life connections, Shades of meaning, Words for time and space

Students Will Be Able To:

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- Form and use regular and irregular plural nouns.
- Use abstract nouns (e.g., childhood).
- Form and use regular and irregular verbs.

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- Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. Ensure subject-verb and pronoun-antecedent agreement.
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- Use coordinating and subordinating conjunctions.
- Produce simple, compound, and complex sentences.
- Capitalize appropriate words in titles.
- Use commas in addresses.
- Use commas and quotation marks in dialogue.
- Form and use possessives.
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases and correct spellings.
- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

- Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Essential Questions/Understandings

Essential Questions:

- How do students effectively use the conventions of standard English to convey a message?
- How do students effectively use the mechanics of standard English to convey a message?
- How do students use context clues and word parts to clarify the meaning of unknown words?
- How do students demonstrate their understanding of word meaning when making connections between related words?

Enduring Understandings:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unit: Writing

The purpose of this unit is to help ensure that students gain adequate mastery of a range of writing skills and applications.

Standards

- Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Knowledge/Skills

Students Will Know:

- Opinion, Topic, Text, Supporting, Point of view, Reason
- Informative/explanatory, Examine, Ideas, Information
- Narrative, Real experiences, Imagined experiences, Effective technique, Descriptive details, Event sequence
- Technology, Produce, Publish, Keyboarding skills, Interact, Collaborate

Students Will Be Able To:

- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- Provide a concluding statement or section.
- Introduce a topic and group related information together; include illustrations when useful to aid comprehension.
- Develop the topic with facts, definitions, and details.
- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- Provide a concluding statement or section.
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

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- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- Use temporal words and phrases to signal event order.
- Provide a sense of closure.

Essential Questions/Understandings

Essential Questions:

- How do writers use valid evidence to support claims?
- How do writers explore topics and convey ideas?
- How do writers develop effective narratives?
- How do writers use technology to facilitate writing and collaboration?

Enduring Understandings:

- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Unit: Reading - Literary Texts

The purpose of this unit is to help ensure that students gain adequate exposure to a range of literary texts and tasks.

Standards

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
- Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the

Knowledge/Skills

Students Will Know:

- Describing characters in plays, Describing settings and events in stories, Determining the theme of a story, Determining the theme of a poem, Summarizing literary texts, Supporting inferences about literary texts, Understanding vocab in literary texts, Comparing point of view, Elements of poetry, Elements of plays, Comparing poems, plays, and prose, Connecting presentations of a text, Comparing topics and themes in stories, comparing patterns of events in stories

Students Will Be Able To:

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
- Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm,

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quest) in stories, myths, and traditional literature from different cultures.

meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Essential Questions/Understandings

Essential Questions:

- How do readers use text to support an interpretation?
- How do readers determine the message an author is trying to convey?
- How do readers determine how characters, events, and ideas develop and interact?
- How do readers interpret the author's use of figurative language?
- How do readers use text structure to understand meaning?
- How do readers analyze point of view and/or purpose?
- How do readers use text features to understand the text?
- How do readers make connections between texts?

Enduring Understandings:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why characters, events, or ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how

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specific word choices shape meaning or tone.

- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Unit: Reading - Informational Texts

The purpose of this unit is to help ensure that students gain adequate exposure to a range of informational texts and tasks.

Standards

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- Explain how an author uses reasons and evidence to support particular points in a text.

Knowledge/Skills

Students Will Know:

- Finding main ideas and details, Understanding historical texts, Understanding technical texts, Summarizing informational texts, Supporting inferences about informational texts, Unfamiliar words, Text structures - cause and effect, compare and contrast, chronology, problem and solution, Comparing accounts of the same topic, Interpreting visual information, Explaining an author's reason and evidence, Integrating information from two sources

Students Will Be Able To:

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

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- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

- Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- Explain how an author uses reasons and evidence to support particular points in a text.
- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Essential Questions/Understandings

Essential Questions:

- How do readers use text to support answers to questions?
- How do readers use key details from texts to support the main idea?
- How do readers make connections between concepts in a text?
- How do readers determine the meaning and use of content specific vocabulary?
- How do readers use text features to locate information?
- How do readers analyze point of view and/or purpose?
- How do readers use information from text features and text to demonstrate understanding?
- How do readers determine and make meaning of the arguments/claims presented in a text?
- How do readers make connections or determine differences or similarities among texts of the same topic?

Enduring Understandings:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

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- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Describe and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Unit: Language

The purpose of this unit is to help ensure that students gain adequate mastery of a range of language skills and applications.

Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Knowledge/Skills

Students Will Know:

- Relative pronouns and adverbs, Progressive verb tense, Modal auxiliaries, Order of adjectives, Prepositions and prepositional phrases
- Complete sentences and fragments, Run-on sentences
- Commonly confused words
- Capitalizing names of places and things, Punctuating direct quotations, Using commas with coordinating conjunctions, Precise words and phrases, Punctuation for effect
- Formal and informal language, Using context clues, Greek and Latin word parts, Using a dictionary or glossary
- Similes and metaphors, Idioms, Adages and proverbs, Synonyms and antonyms
- Using a thesaurus, Precise words for actions and feelings

Students Will Be Able To:

- Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- Use modal auxiliaries (e.g., can, may, must) to convey various conditions. Order adjectives within sentences according to

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conventional patterns (e.g., a small red bag rather than a red small bag).

- Form and use prepositional phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Correctly use multi-meaning words (e.g., to, too, two; there, their).
- Use correct capitalization.
- Use commas and quotation marks to mark direct speech and quotations from a text.
- Use a comma before a coordinating conjunction in a compound sentence.
- Spell grade-appropriate words correctly, consulting references as needed.
- Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Demonstrate understanding of words by relating them to their antonyms and synonyms

Essential Questions/Understandings

Essential Questions:

- How do students effectively use the conventions of standard English to convey a message?
- How do students effectively use the mechanics of standard English to convey a message?
- How do students use context clues and word parts to determine the meaning of unknown words?
- How do students demonstrate their understanding of word meaning when making connections between related words?

Enduring Understandings:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unit: Writing

The purpose of this unit is to help ensure that students gain adequate mastery of a range of writing skills and applications.

Standards

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Knowledge/Skills

Students Will Know:

- Opinion, Topic, Supporting point of view, Reason, Relevant Information
- Informative/explanatory, Examine, Convey ideas
- Narrative, Real experiences, Imagined experiences, Effective technique, Descriptive details, Event sequence
- Technology, Internet, Produce, Publish, Interact, Collaborate, Keyboarding skills

Students Will Be Able To:

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- Provide a concluding statement or section related to the opinion presented.
- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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- Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.
- Engage the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words and phrases to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

Essential Questions/Understandings

Essential Questions:

- How do writers use valid evidence to support claims?
- How do writers explore topics and convey ideas?
- How do writers develop effective narratives?
- How do writers use technology to facilitate writing and collaboration?

Enduring Understandings:

- Write arguments to support claims using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event

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sequences.

- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others

Unit: Reading - Literary Texts

The purpose of this unit is to help ensure that students gain adequate exposure to a range of literary texts and tasks.

Standards

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- Describe how a narrator’s or speaker’s point of view influences how events are described.
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Knowledge/Skills

Students Will Know:

- Compare and contrast characters in drama, Compare and contrast settings and events, Finding the theme of a story or drama, Finding the theme of a poem, Summarizing literary texts, Using details to support inferences in literary texts, Language and meaning, Understanding literary structure, Point of view, Analyzing visual elements in literary texts, Comparing and contrasting stories in the same genre

Students Will Be Able To:

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

- Describe how a narrator's or speaker's point of view influences how events are described.
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Essential Questions/Understandings

Essential Questions:

- How do readers use text to support an interpretation?
- How do readers determine the message an author is trying to convey?
- How do readers determine how characters, events, and ideas develop and interact?
- How do readers interpret the author's use of language?
- How do readers use text structure to understand meaning?
- How do readers analyze point of view and/or purpose?
- How do readers use illustrations to understand the text?
- How do readers make connections between texts?

Enduring Understandings:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.

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- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Unit: Reading - Informational Texts

The purpose of this unit is to help ensure that students gain adequate exposure to a range of informational texts and tasks.

Standards

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Knowledge/Skills

Students Will Know:

- Finding main ideas and details, Summarizing informational texts, Using details to support inferences, Exploring relationships in scientific and technical texts, Explaining relationships in historical texts, Unfamiliar words, Comparing texts structures - chronology, problem and solution, cause and effect, compare and contrast, Analyze accounts of the same topic, Finding information from multiple sources, Understanding supporting evidence, Using multiple sources for writing and speaking

Students Will Be Able To:

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

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- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Essential Questions/Understandings

Essential Questions:

- How do readers use text to support answers to questions?
- How do readers use key details from texts to support the main idea?
- How do readers make connections between concepts in a text?
- How do readers determine the meaning and use of content specific vocabulary?
- How do readers use text features to locate information?
- How do readers analyze point of view and/or purpose?
- How do readers use information from illustrations and text to demonstrate understanding?
- How do readers determine and make meaning of the arguments/claims presented in a text?
- How do readers make connections or determine differences or similarities among texts of the same topic?

Enduring Understandings:

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how

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specific word choices shape meaning or tone.

- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

PSD ELA CURRICULUM GRADE 5

Unit: Language

The purpose of this unit is to help ensure that students gain adequate mastery of a range of language skills and applications.

Standards

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Knowledge/Skills

Students Will Know:

- Coordinating and subordinating conjunctions, Prepositions and prepositional phrases, Interjections
- Perfect verb tense, Using verb tenses, Shifts in verb tenses
- Correlative conjunctions, Punctuating items in a series, Commas after introductory elements, More uses for commas
- Punctuating titles of works, Revising sentences, Combining sentences
- Varieties of English - dialect and register, Using context clues, Greek and Latin word parts, Using a dictionary or glossary
- Figurative language, Idioms, adages, and proverbs, Synonyms and antonyms, Homographs
- Using a thesaurus, Words that connect

Students Will Be Able To:

- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Use correlative conjunctions (e.g., either/or, neither/nor).

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- Use punctuation to separate items in a series.
- Use a comma to separate an introductory element from the rest of the sentence.
- Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- Use underlining, quotation marks, or italics to indicate titles of works.
- Spell grade-appropriate words correctly, consulting references as needed.
- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- Interpret figurative language, including similes and metaphors, in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Essential Questions/Understandings

Essential Questions:

- How do students effectively use the conventions of standard English to convey a message?
- How do students effectively use the mechanics of standard English to convey a message?

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- How do students use context clues and word parts to clarify the meaning of unknown words?
- How do students demonstrate their understanding of word meaning when making connections between related words?

Enduring Understandings:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unit: Writing

The purpose of this unit is to help ensure that students gain adequate mastery of a range of writing skills and applications.

Standards

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Knowledge/Skills

Students Will Know:

- Opinion, Topic, Text, Supporting point of view, Reason
- Information, Informative/explanatory, Examine, Convey ideas
- Narrative, Real experiences, Imagined experiences, Effective technique, Descriptive details, Event sequence
- Technology, Internet, Produce, Publish, Interact, Collaborate, Keyboarding skills

Students Will Be Able To:

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- Provide a concluding statement or section related to the opinion presented.
- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.

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- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

Essential Questions/Understandings

Essential Questions:

- How do writers use valid evidence to support claims?
- How do writers explore topics and convey ideas?
- How do writers develop effective narratives?
- How do writers use technology to facilitate writing and collaboration?

Enduring Understandings:

- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

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- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Pelham School Board Meeting
April 17, 2024
Pelham Elementary School
6:30 pm

School Board Members: Troy Bressette, Chair; David Wilkerson, Vice-Chair; Garrett Abare; Rebecca Cummings; and Darlene Greenwood

Superintendent: Chip McGee

Assistant Superintendent: Sarah Marandos

Absent: Deb Mahoney and Mya Belanger

Also in Attendance: None

I. Public Session:

A. Call to Order:

Chair Troy Bressette called the meeting to order at 6:35 pm, followed by the Pledge of Allegiance.

II. Public Input @ 6:35 pm

a. None

Public Input closed at 6:36 pm.

III. Opening Remarks:

A. Superintendent

Dr. McGee mentioned that this time of year is bustling with activity and condensed his updates to four key points. The first point was that the Grade 8 students are currently in Washington, DC, immersing themselves in various museums and institutions. He noted that the District has received regular updates from Mr. Medlock about their experiences. Dr. McGee commented that the District hosted its annual veterans breakfast before the students' departure, where local veterans speak with the Grade 8 students. The event helps to make the student's trip to Arlington Cemetery more poignant.

Dr. McGee's second point was that the Parent-Teacher Association has arranged for DJ Pooch to entertain the Grade 4 and 5 students on May 3. He commented that the third point was that they recently hosted the Pelham Spring Track Invitational, with 22 teams from around the region competing. Dr. McGee thanked Mr. Kress and Mr. Hannon for their coordination efforts.

Lastly, Dr. McGee said people should mark their calendars for the upcoming Fine Arts Night on May 16 at PHS. He stressed that the event would show fine art and feature a performance by their band. Dr. McGee mentioned that community members are encouraged to attend this event starting at 5:30 pm.

IV. Presentations:

A. 2024 Pelham Champions for Children Award Recognition - Jennifer Maslanek

Dr. McGee asked Ms. Maslanek to join the Board up front. He commented that the District is honored to recognize a 'Champion for Children' within the Pelham School District. Dr. McGee noted that Ms. Maslanek has supported Pelham's wrestling tradition and exhibited care by ensuring that snacks are available for students in after-school sports. He mentioned that Ms. Maslanek's gesture represents the spirit of the Pelham community.

Dr. McGee recognized Dr. Mirandos for nominating Ms. Maslanek. He noted that Ms. Maslanek's dedication has earned her recognition from the South Central Region School Districts. Chairman Bressette presented Ms. Maslanek with a certificate as a token of the District's gratitude. Mr. Bressette, Dr. McGee, and Ms. Maslanek had their pictures taken.

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V. Main Issues / Policy Updates:

A. FY2025 Operating Budget

Dr. McGee noted that Business Administrator Deb Mahoney usually manages this aspect but is absent tonight. Dr. McGee mentioned that he would be guiding the Board through the discussion. He asked the Board members to refer to the spreadsheet and highlight the recommended reduction areas.

Dr. McGee added that as the Board goes through each item, he would track their progress toward the reduction goal of **\$265,011**. He noted that the Board had \$189,187 in areas on all three proposed reduction lists. Mr. Bressette agreed.

Dr. McGee mentioned that he would start reviewing the lines on at least two lists for proposed reductions.

Mr. Bressette said that the Board would start by reviewing the areas that showed up on all three lists. He noted that lines 1 through 10 relate to energy reductions associated with a lower utility rate and later on pursuing solar reductions. Mr. Bressette stressed that the Board would discuss each item where there was an agreement and ensure alignment with the goal of **\$265,011** in reductions.

The Board reviewed each line of the spreadsheet. The following lines had questions or discussions from the Board.

1. Line 35 – Cheer Mats

The Board discussed how they either had to reduce the entire amount or not make a reduction. The reasons provided were safety and feasibility.

2. Line 46 – Textbook – Business Department

Dr. Marandos said that after the last meeting, she did a little more research and found out that the plan is to update the lab from Microsoft 2019 to 2021. Dr. Marandos noted that if they do not do the upgrade, then they can keep the same books.

3. Line 53 - Science Camp Textbooks

Dr. McGee noted that this line item was a reduction. Mr. Bressette pointed out that he listed only items for which two Board members had provided input.

4. Lines 88 & 89 – National Conference

Dr. McGee said that these two line items were not touched because the Board must get to **\$265,011**. If the Board has to add or subtract from the line items at the end, these two line items provide a little wiggle room.

5. Line 77 - Implementation of New Software

Discussion centered around implementing new software for student account management, which aimed to reduce the risk of fraud. The software upgrade integrated seamlessly with existing systems, resulting in cost savings.

6. Booster Club Discussion

Mr. Abare asked about the existence and operation of Booster Clubs for various sports teams. It was clarified that Booster Clubs are organized by volunteers and the community, not by the District.

A discussion ensued regarding booster club funding for various sports teams within the district. Mr. Abare sought clarity on the organizational structure and funding mechanisms for Booster Clubs.

Mr. Bressette commented that the Board got through the first set of line items. He noted that the Board would now work on the line items where at least two members provided input before the meeting.

7. Lines 18 & 20 – PES Desks

Ms. Cummings asked why line 20 was not included in the reduction. Mr. Bressette said he had asked the administration to determine which line item was the priority. Principal Van Vranken had informed the Board that

108 Grade 4 was the priority. Dr. McGee said he would be pleased to return these for the end-of-year spending. The Board
109 agreed not to reduce lines 18 or 20 at this time.

110
111 The Board discussed the process by which they were making reductions.

112
113 8. Line 51 – Room 109 Furniture

114 Dr. McGee said he found a 'make-do' solution in room 109. He informed the Board that they should proceed with the
115 reduction. He acknowledged that the furniture is old and used but will last.

116
117 9. Line 47 – Workbooks Vocabulary

118 Mr. Wilkerson asked how they deliver a curriculum without consumables. Dr. McGee said they would use technology,
119 and Dr. Marandos confirmed that could be done.

120
121 10. Lines 62 & 63 – PowerSchool Conference

122 Mr. Wilkerson asked if the District was comfortable with the employees who work with PowerSchool and if the
123 employees would need Professional Development. Dr. Marandos acknowledged that the District has sent its
124 employees to PowerSchool University and can hold off on sending an employee for one year.

125
126 Mr. Wilkerson said that he was concerned that if they do not send someone this year, they may not put it in the budget
127 next year. He added that the District has to be cautious about attrition concerning the employees who have
128 PowerSchool training. The Board could not reach a consensus on reducing the line items from the budget.

129
130 11. Line 73 – Emergency Backpacks

131 Ms. Cummings asked about the Emergency Backpacks. Dr. McGee stated that they consisted of items and were
132 supplied annually.

133
134 A tally was kept of the proposed reductions and their corresponding amounts. Dr. McGee said they still needed to
135 reduce the budget by **\$40,794**.

136
137 Dr. Marandos and Ms. Mahoney provided assistance and clarification on certain items, ensuring accuracy in recording
138 the decisions made.

139
140 Ms. Cummings asked if the Professional Development funding was reduced, would it decrease the number of people
141 who could receive Professional Development? She provided an example of two staff members receiving training on
142 School Dude, and those staff members would come back to the District and train the staff who could not attend.

143
144 Dr. McGee pointed out that the approved budget differs from the budget they initially presented. He noted that they
145 are reducing the budget to make the District run next year. He stressed that this would reduce all the training for next
146 year.

147
148 Dr. Marandos said that they have yet to be able to hire substitutes for next year. She noted that the line had been
149 underspent, and they are comfortable with line 83 – Custodial Substitutes being reduced.

150
151 12. Line 11 – Kindergarten IA Position

152 The Board reviewed the current staffing situation for the Kindergarten Instructional Assistant (IA) position and
153 deliberated on whether to fund it, given the projected needs for the upcoming school year.

154
155 Several points were raised regarding the current allocation of resources and the potential impact of funding decisions
156 on staff and students. Concerns were voiced regarding the consistency of staffing in Kindergarten classrooms and the
157 effect on teacher planning periods if responsibilities for lunch and recess supervision were to be shifted.

158

159 The Board members highlighted the importance of adequate teacher support for effective classroom instruction. The
160 discussion also touched upon the School District's contractual obligations regarding teacher duties and the potential
161 implications of altering staffing arrangements.

162
163 Various perspectives were offered regarding potential budget cuts and alternative funding sources. Suggestions were
164 made for reallocating funds from other areas, such as furniture expenses, to preserve essential positions within the
165 school.

166
167 The discussion ended with a request for further clarification on the contractual implications of staffing decisions and a
168 commitment to revisit the issue as needed in future talks. The consensus was not to reduce Line 11.

169
170 Dr. McGee asked for clarification regarding lines 62 and 63 – PowerSchool Workshop. The Board stated that the
171 consensus was to reduce both lines to zero.

172
173 **13. Lines 57 & 58 – Uniforms and Protective Netting**

174 Mr. Bressette commented that he would suggest reducing the uniform replacement to only one team. The soccer team
175 would have priority in replacing uniforms. He also noted that the protective netting was nice to have but not
176 necessary.

177
178 Mr. Wilkerson mentioned that the protective netting is necessary but would be willing to reduce it if they look at it for
179 end-of-year spending. Mr. Wilkerson stressed that the netting should be considered because of safety issues.

180
181 Dr. McGee noted that he had yet to put in the \$13,000 for furniture reductions, which meant they were down to
182 needing \$3,013. The consensus was to reduce one set of uniforms, which would be \$4,000, and the Board reached the
183 target of \$265,011.

184
185 **Review and Approval of Proposed Budget Reductions**

186 Dr. McGee acknowledged the challenging decision-making process and the importance of collaborative effort in
187 developing the operating budget for the upcoming fiscal year.

188
189 Dr. McGee reviewed the list of proposed reductions for the Board.

190

No.	Group	Description	Total Proposed	Proposed Reduction
1	B&G - SAU	Electricity	\$2,200.00	\$50.00
2	B&G - PES	Electricity	\$124,200.00	\$2,624.00
3	B&G - PMS	Electricity	\$155,250.00	\$3,280.00
4	B&G - PHS	Electricity	\$228,994.00	\$4,838.00
5	B&G - PMS	Electricity	\$151,970.00	\$37,993.00
6	B&G - PMS	Gas	\$85,085.00	\$19,672.00
7	B&G - PMS	Gas	\$64,413.00	\$1,367.00
8	B&G - PES	Electricity	\$121,576.00	\$4,500.00
9	B&G - PMS	Electricity	\$113,977.00	\$4,500.00
10	B&G - PHS	Electricity	\$224,156.00	\$11,000.00
17	PES	Furniture Bookcases	\$2,190.00	\$2,190.00
20	PES	Grade 5 Desks	\$13,050.00	\$13,050.00
27	PES	Ozobots	\$3,119.00	\$3,119.00
31	PES	Office Furniture	\$2,500.00	\$2,500.00
32	PES	Emergency Supplies	\$1,500.00	\$750.00
35	PMS	Replacement Cheer Mats	\$10,000.00	\$10,000.00
40	PMS	Shooter Shirts	\$3,500.00	\$3,500.00

43	PMS	Emergency Supplies	\$1,750.00	\$1,000.00
46	PHS	Textbooks - Business	\$12,050.00	\$12,050.00
47	PHS	Textbooks - English	\$5,970.00	\$5,970.00
49	PHS	Rm 102 – Furniture	\$9,570.00	\$9,570.00
50	PHS	Digital Readers	\$8,475.00	\$7,325.00
51	PHS	Rm 109 - Furniture	\$9,570.00	\$9,570.00
53	PHS	Textbooks – Sci/Chem	\$6,576.00	\$6,576.00
55	PHS	Textbooks - Soc Stud	\$7,886.00	\$3,600.00
57	PHS	Uniforms for Sports	\$12,000.00	\$4,000.00
62	PHS	Conference	\$3,630.00	\$2,600.00
63	PHS	Conference	\$8,054.00	\$6,166.00
68	PHS	AV Equipment	\$20,790.00	\$20,790.00
69	PHS	CAD Lab	\$15,000.00	\$15,000.00
73	PHS	Emergency Supplies	\$2,300.00	\$1,000.00
77	District	Student Activities Funds	\$4,948.00	\$2,503.00
79	SAU	Conference	\$900.00	\$900.00
80	SAU	Conference	\$1,200.00	\$1,200.00
81	District	School Dude	\$895.00	\$895.00
82	District	School Dude	\$2,000.00	\$2,000.00
83	District	Custodial Subs	\$5,000.00	\$5,000.00
86	SAU	Conference	\$900.00	\$900.00
87	SAU	Conference	\$1,200.00	\$1,200.00
88	All	Conference	\$16,651.00	\$8,263.00
89	All	Conference	\$32,544.00	\$12,000.00
Total			\$1,496,039.00	\$265,011.00
Required Reduction				\$265,011.00
Need an Additional				\$0.00

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Mr. Wilkerson pointed out that he believed line 32 (PES—Emergency Supplies) would be reduced by \$750. The Board agreed, and the reduction was added to the proposed reductions, and \$750 was added back to line 88.

Ms. Cummings asked why lines 18 or 20 were not mentioned. Dr. McGee said that he mentioned line 20, which was cut entirely, and line 18 remained unchanged.

Mr. Wilkerson moved to accept or present the modifications to the budget as we have negotiated. Ms. Greenwood seconded the motion, which passed (5-0-0).

Mr. Bressette thanked the Board for working through the process, which he acknowledged can be somewhat painful.

B. Pelham Memorial School Project Update

The progress on the Pelham Memorial School project was discussed. Dr. McGee highlighted the progress in the first-floor renovation. They have currently spent **94%** of the budget and are in phase nine. He noted that the removal of storage containers and preparation for final site work were underway. Attention was drawn to logistical details, such as removing the propane tank used to heat the modulars. Budget management was emphasized, with fewer surprises expected as the project nears completion.

Dr. McGee discussed the Town's decision regarding the modulars and expressed a willingness to explore alternative options to offset demolition expenses. Strong leads were mentioned, and a consensus was reached to pursue these options further.

213
214 The consensus of the Board was to authorize Dr. McGee to pursue other options.
215

216
217 **C. General Assurances for FY2025 Federal Funds**
218 **General Assurances, Requirements, and Definitions for Participation in Federal Programs**
219

220 Dr. Marandos commented that they come back with this document every year because it is a requirement of the
221 Department of Education (DOE). She noted that each School District must comply with the General Assurances for all
222 Grant Management. Dr. Marandos commented that there is an explanation of Grant Management with a description of
223 the 20 different sections that are in the document.
224

225 The document is divided into the following sections:

- 226 a. General Assurances
 - 227 b. Explanation of Grants Management Requirements
 - 228 i. Financial Management Systems
 - 229 ii. Written Policies and Procedures
 - 230 iii. Internal Controls
 - 231 iv. Allowable Costs
 - 232 v. Audits
 - 233 vi. Reports to be Submitted.
 - 234 vii. Debarment, Suspension, and Other Responsibility Matters
 - 235 viii. Drug-Free Workplace
 - 236 ix. General Education Provisions Act (GEPA) Requirements (equity)
 - 237 x. Gun Possession
 - 238 xi. Lobbying
 - 239 xii. Subrecipient Monitoring
 - 240 xiii. More Restrictive Conditions
 - 241 xiv. Obligations by Subrecipients
 - 242 xv. Personnel Costs-Time Distribution
 - 243 xvi. Protected Prayer in Public Elementary and Secondary Schools
 - 244 xvii. Purchasing/Procurement
 - 245 xviii. Retention and Access to Records
 - 246 xix. The Stevens Amendment
 - 247 xx. Transfer of Disciplinary Records
- 248

249 Dr. Marandos noted that the Board must review the 20 General Assurances and provide their signatures.
250

251 Mr. Wilkerson asked for clarifications regarding paragraph 20, with Dr. Marandos providing explanations and
252 assistance. Mr. Wilkerson raised questions regarding legislative matters and certain acts referenced in the document.
253 Further discussions ensued regarding the scope and implications of the acts mentioned.
254

255 After answering questions and providing clarifications, a motion was made to authorize the chair to sign the
256 document on behalf of the Board, which was seconded and approved unanimously.
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258 Mr. Wilkerson moved to authorize Chair Troy Bressette to sign this document on our behalf. Ms. Greenwood seconded the
259 motion, which passed (5-0-0).
260

261 **D. Curriculum Update**

262 Dr. Marandos presented the first and second read for the Kindergarten through Grade 5 Curriculum.
263

- 264 a. **Summary**

265 Curriculum revisions for the core English, Mathematics, Science, and Social Studies courses for grades K-5 are ready
 266 for the School Board to review. The District seeks Board approval to share the curriculum documents with parents
 267 and the community.
 268

269
 270 **First Read**

271 **a. Elementary English Language Arts**

272 The K-5 ELA curriculum for Pelham School District was designed based on the Common Core ELA Standards, the
 273 learning standards used in New Hampshire. The progression of learning in English Language Arts comes with the
 274 ability to apply skills in Reading, Language, and Writing. In Grades K-2, units are developed for Reading using
 275 Foundational Skills, Literary Texts, and Informational Texts. As students progress in Grades 3-5, they focus on
 276 Reading Literary Texts and Informational Texts, Language, and Writing.
 277

278 Vertical Team members: Jessica Parent (co-chair), Shannon Hansen, Libby Byrne, Tracy Hussey, Pattie Lamontagne,
 279 Amy Branco, Lisa Stevens, Jen Nugent, Erin Henderson, Adam Barriere.
 280

PSD ELA CURRICULUM OVERVIEW K-5		
<u>Kindergarten</u>	<u>Grade 1</u>	<u>Grade 2</u>
a. Reading- Foundational Skills b. Reading- Literary Texts c. Reading- Informational Texts d. Language e. Writing	a. Reading- Foundational Skills b. Reading- Literary Texts c. Reading- Informational Texts d. Language e. Writing	a. Reading- Foundational Skills b. Reading- Literary Texts c. Reading- Informational Texts d. Language e. Writing
<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>
a. Reading- Literary Texts b. Reading- Informational Texts c. Language d. Writing	a. Reading- Literary Texts b. Reading- Informational Texts c. Language d. Writing	a. Reading- Literary Texts b. Reading- Informational Texts c. Language d. Writing

281
 282 **Comment on the ELA Curriculum**

283 Ms. Greenwood made a comment regarding the ELA curriculum for Kindergarten and Grade 1 students. She expressed
 284 amazement at the depth of language used in the curriculum to articulate what will be taught. Ms. Greenwood noted
 285 the elaborate nature of the curriculum and acknowledged its alignment with standards. Additionally, Dr. McGee
 286 highlighted the complexity of teaching reading, likening it to rocket science, and noted the importance of early
 287 preparation in preschool programs.
 288

289 **Discussion on Reading Instruction**

290 Further discussion ensued regarding the shift in teaching reading, with the Board reminiscing about their experience
 291 of not being taught to read until Grade 1. The Board acknowledged the current practice of teaching reading in
 292 Kindergarten and recognized it as a significant change from previous generations.
 293

294 Dr. Marandos commented that the Grade 1 Teachers have mentioned that they have seen a significant difference since
 295 the implementation of the full-day Kindergarten.
 296

297 **b. Elementary Social Studies**

298 By way of relevant background, RSA 189:11 currently requires all public and non-public schools to provide regular
 299 courses of instruction in history, government, and the United States and New Hampshire Constitutions. SB 216

300 (effective July 2024) now requires that all public, chartered public, non-public, and privately incorporated schools
301 which serve as public schools provide class time for civics education as follows:

302
303 Elementary Grades: Dedicated class time for Civics in each elementary grade, which can be integrated with other
304 subjects.

305
306 Vertical Team Members: Jamie Bryant (co-chair), Laura Montanile, Elaina Higgins, Bethany St. Aubin, Allison Miller,
307 Becky Patterson, Lisa Stevens, Tristan Husby. Joe Fitzpatrick and Dawn Mead
308

SOCIAL STUDIES CURRICULUM OVERVIEW K-5		
<u>Kindergarten</u>	<u>Grade 1</u>	<u>Grade 2</u>
a. Civics and Government b. Economics c. Geography d. NH/US History	a. Civics and Government b. Economics c. Geography d. NH/US History e. World History	a. Civics and Government b. Economics c. Geography d. NH/US History e. World History
<u>Grade 3</u>	<u>Grade 4</u>	<u>Grade 5</u>
a. Economics b. Geography c. NH/US History and Civics	a. Civics and Government b. Economics c. Geography d. NH/US History	a. Civics and Government b. Economics c. Geography d. NH/US History e. World History

309
310 **Elementary Social Studies Update**

311 An update was provided on changes in the law regarding civics education, emphasizing the integration of civics into
312 the curriculum across elementary grade levels. The attendee commended the reading program for embedding civics
313 education and highlighted resources available for teaching civics effectively.

314
315 **Comment on the ELA Curriculum**

316 Ms. Greenwood mentioned how the embedding part of the curriculum is excellent.

317
318 Mr. Bressette stated that it was good to know that the District is ahead of the requirement date for SB 216.

319
320 **Second Read**

321 Dr. Marandos presented the second read for Elementary Mathematics and Science.

322
323 Mr. Wilkerson moved to approve the curriculum for Mathematics and Science for Grades K through 5. Ms. Greenwood
324 seconded the motion, which passed (5-0-0).

325
326 **VI. Policy Review:**

327 The Board reviewed the policies listed below.

328
329 a. **First Reading:**
330 i. None

331
332 b. **Second Reading:**
333 i. None
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VII. Board Member Reports:

- A. Ms. Greenwood reported that ACES has a fundraiser for the Eleanor Burton Library signage. She noted that the fundraiser is almost complete but they are still looking for donations. She asked that anyone who knew Ms. Burton to donate.

VIII. Housekeeping:

A. Adoption of Minutes

- a. April 3, 2024 – Draft Public Minutes
- b. April 3, 2024 – Draft Non-Public Minutes

Mr. Wilkerson moved to approve the April 3, 2024, Public Minutes. Ms. Greenwood seconded the motion, which passed (5-0-0).

Mr. Wilkerson moved to approve the April 3, 2024, Non-Public Minutes as presented. Ms. Greenwood seconded the motion, which passed (5-0-0).

B. Vendor and Payroll Manifests

- a. 471 \$601,145.71
- b. AP041724 \$707,849.05
- c. BFPMS63 \$148,493.74
- d. PAY471P \$ 15,351.12

Mr. Wilkerson moved to approve the Vendor and Payroll Manifest as presented. Ms. Greenwood seconded the motion, which passed (5-0-0).

C. Correspondence & Information

- a. None

D. Enrollment Report

- a. None

E. Staffing Updates

a. Leaves

- i. None

b. Resignations:

- i. Bethany St. Aubin PES Teacher – Grade 4

c. Retirements:

- i. Wendy Dorval, PHS Business Teacher

d. Nominations:

- i. Kelly Holmes, PHS Assistant Principal
- ii. Todd Kress PMS Assistant Principal
- iii. Michaela Stoncius PHS Teacher – Chemistry
- iv. Carol Scionti PMS Special Education – Case Manager

Dr. McGee commented that Bethany St. Aubin, a wonderful Grade 4 Teacher, informed the District that she will be moving on for next year.

Mr. Wilkerson made a motion to accept the resignations as presented. Ms. Greenwood seconded the motion. The motion passed (5-0-0).

388 Dr. McGee stated that the retirement of the magnificent Business Teacher at PHS, Wendy Dorval, was something that
389 the District had known about, but it is time to put it forward. Ms. Dorval will be retiring at the end of the school year.
390

391 Mr. Bressette wished Ms. Dorval all the best.
392

393 Mr. Wilkerson moved to accept the retirement of Wendy Dorval. Ms. Greenwood seconded the motion, which passed (5-0-
394 0).
395

396 Dr. McGee mentioned that Kelly Holmes was selected by the PHS Team to be nominated as PHS Assistant Principal. Dr.
397 McGee added that Mr. Medlock made his choice for Assistant Principal, and he chose Todd Kress. Dr. McGee thanked
398 the PHS and PMS Teams for nominating two individuals for positions that are difficult to fill. Michael Stoncius was
399 nominated for PHS Chemistry Teacher, and Carl Scionti was nominated as PMS Special Education – Case Manager.
400

401 Mr. Wilkerson made a motion to accept the nominations for PMS Special Education - Case Manager and PHS Chemistry
402 Tracher, as presented. Ms. Greenwood seconded the motion. The motion passed (5-0-0).
403

404 Mr. Wilkerson made a motion to accept the nominations for Kelly Holmes, PHS Assistant Principal, and Todd Kress, PMS
405 Assistant Principal, as presented. Ms. Greenwood seconded the motion. The motion passed (5-0-0).
406

407 **IX. Future Agenda Planning:**

408 A. No Future Agenda Planning
409

410 **X. Future Meetings:**

411 A. 05/01/2024 – 6:30 pm School Board Meeting @ PES Library

412 B. 05/15/2024 – 6:30 pm School Board Meeting @ PES Library
413

414 **XI. Non-Public:**

415 Mr. Wilkerson made a motion to enter a non-public session under RSA 91-A:3 (II) (i) – Emergency Function at 8:15 pm.
416 Ms. Greenwood seconded the motion. The motion passed (5-0-0).
417

418 **Roll Call**

419 Mr. Bressette - Aye

420 Mr. Gellar - Aye

421 Ms. Greenwood - Aye

422 Mr. Russell - Aye

423 Mr. Wilkerson - Aye
424

425 **XII. Reconvened:**

426 The Board returned to Public Session at 8:49 pm.
427

428 **XIII. Adjournment:**

429 Mr. Wilkerson moved to adjourn the School Board Meeting at 8:50 pm. Ms. Greenwood seconded the motion, which passed
430 (5-0-0).
431

432 Respectfully Submitted,

433 Matthew Sullivan

434 School Board Recording Secretary

Pelham School Board Meeting
Non-Public Session
April 17, 2024
Pelham Elementary School

In Attendance:

School Board Members: Troy Bressette, Chair; David Wilkerson, Vice-Chair; Garrett Abare; Rebecca Cummings; and Darlene Greenwood

Absent: None

Also in Attendance: Dr. Chip McGee, IT Director Keith Lord, and Police Chief Anne Perriello

Enter Non-Public Session:

Mr. Wilkerson made a motion to enter a non-public session under RSA 91-A:3 (II) (i) – Emergency Functions at 8:15 pm. Ms. Greenwood seconded the motion. The motion passed (5-0-0).

Roll Call:

- a. Troy Bressette - Aye
- b. David Wilkerson - Aye
- c. Garrett Abare - Aye
- d. Rebecca Cummings - Aye
- e. Darlene Greenwood - Aye

Non-Public Session:

The Board discussed Emergency Planning with the Pelham Police Department. The Board also discussed cybersecurity preparations.

Adjourn Non-Public Session:

Mr. Wilkerson made a motion to adjourn the non-public session at 8:49 pm. Ms. Greenwood seconded the motion. The motion passed (5-0-0).

Roll Call:

- a. Troy Bressette - Aye
- b. David Wilkerson - Aye
- c. Garrett Abare - Aye
- d. Rebecca Cummings - Aye
- e. Darlene Greenwood - Aye

Respectfully Submitted,
Matthew Sullivan
SB Recording Secretary