

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

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.

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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.

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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.
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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).

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- 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.

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.