

## Elementary Curriculum ESSENTIALS

**A quick glance at the essential standards/outcomes you should be seeing in your classrooms this month.**

All grade level standards are expected to be taught, however the essential standards need to be mastered/secured prior to the end of the school year.

## Integrated Strategies

<p><b>Engagement</b> <b>Student Goal Setting</b></p> <p>Setting goals helps students take realistic steps to achieve them. Many educators find that using the SMART format—goals that are specific, measurable, attainable, relevant, and timely—can be a useful tool for conferences, and help students feel engaged in their learning.</p>	<p><b>Blended Learning</b> <b>Online Discussions</b></p> <p>Students participate in an online discussion in Teams, Canvas, Flip, or other digital platform. Teachers provide a prompt and students post their initial response to the prompt and then reply to their classmates.</p>	<p><b>Language (ELLevation)</b></p> <p>Find The Fib which can be modified to any grade level and/or content area.</p> <p>During this activity students will:</p> <ul style="list-style-type: none"> <li>Read three statements authored by teacher or peer</li> <li>Discuss each statement with a peer</li> <li>Identify which of the three statements is false</li> <li>Share reasoning with peers</li> </ul>
<p><b>Unit 6: Stories Have a Message</b> <b>Essential Question: How do we know what is right?</b> February 1 - February 23 (16 days)</p>	<p><b>English Language Arts</b></p>	<p><b>Unit 7: Holidays and Celebrations</b> <b>Essential Question: Why do we celebrate people and events?</b> February 27 - March 15th (14 days)</p>

## Reading - Foundational Skills

RF.K.1 Demonstrate understanding of the organization and basic features of print.	RF.K.1a Follow words from left to right, top to bottom, and page by page.	RF.K.1c Understand that words are separated by spaces in print.
RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (CVC) words.
RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	RF.K.3a 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.	RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	RF.K.4 Read emergent-reader texts with purpose and understanding.

## Reading - Literature

RL.K.1 With prompting and support, ask and answer questions about key details in a text.	RL.K.4 Ask and answer questions about unknown words in a text.	RL.K.10 Actively engage in group reading activities with purpose and understanding.
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## Reading - Informational Text

RI.K.1 With prompting and support, ask and answer questions about key details in a text.	R.I.K.4 With prompting and support, ask and answer questions about unknown words in text	RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RI.K.10 Actively engage in group reading activities with purpose and understanding.		

## Language

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.K.1a Print many upper- and lowercase letters.	L.K.1c Form regular plural nouns orally by adding /s/ or /es/
L.K.1d Understand and use question words (interrogatives)	L.K.1e Use the most frequently occurring prepositions	L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
L.K.4b 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.	L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites	L.K.5c Identify real-life connections between words and their use
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<b>Writing</b>	
	W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## Speaking and Listening

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	SL.K.1.a Follow agreed-upon rules for discussion.	SL.K.1.b Continue a conversation through multiple exchanges.
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<p><b>Unit 5 - Two-Dimensional Geometry</b> 20 sessions over 20 days Geometry</p>	<p><b>Mathematics</b> Number Corner Vol. 2 Operations &amp; Algebraic Thinking, Counting and Cardinality, Measurement and Data &amp; Numbers and Operations in Base Ten 20 sessions over 19 days</p>	<p><b>Unit 6 - Three-Dimensional Shapes &amp; Numbers Beyond Ten</b> 20 sessions over 20 days Operations and Algebraic Thinking</p>
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**CRITICAL CONTENT AREA 2, GEOMETRY:** Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes. (G.1; G.2; G.3; G.4; G.5; G.6)

**CRITICAL CONTENT AREA 1, COUNTING AND CARDINALITY, OPERATIONS AND ALGEBRAIC THINKING:** Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as  $5 + 2 = 7$  and  $7 - 2 = 5$ . (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.)

Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing (subitizing) the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away. (CC.1; CC.2; CC.3; CC.4; CC.5; CC.6; CC.7; OA.1; OA.2; OA.3; OA.4; OA.5)

## PHYSICAL SCIENCE ~ Materials and Motion ~ January 16 - March 15

K-ESS3-3: Earth and Human Activity	K-2-ETS1-1: Engineering Design	K-2-ETS1-2: Engineering Design
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Standards designated in red are for new unit noted.

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Integrated Strategies		
<p><b>Engagement</b> <b>Student Goal Setting</b></p> <p>Setting goals helps students take realistic steps to achieve them. Many educators find that using the SMART format—goals that are specific, measurable, attainable, relevant, and timely—can be a useful tool for conferences, and help students feel engaged in their learning.</p>	<p><b>Blended Learning</b> <b>Online Discussions</b></p> <p>Students participate in an online discussion in Teams, Canvas, Flip, or other digital platform. Teachers provide a prompt and students post their initial response to the prompt and then reply to their classmates.</p>	<p><b>Language (ELLevation)</b></p> <p>Find The Fib which can be modified to any grade level and/or content area.</p> <p>During this activity students will: Read three statements authored by teacher or peer Discuss each statement with a peer Identify which of the three statements is false Share reasoning with peers</p>
<p><b>Unit 6: Stories Teach Many Lessons</b> <b>Essential Question: How can we learn from a mistake?</b> January 31 - February 21st (15 days)</p>	<p><b>English Language Arts</b></p>	<p><b>Unit 7: Past, Present, Future</b> <b>Essential Question: Why is the past important?</b> February 27 - March 15th (16 days)</p>
Reading Foundational Skills		
RF.1.1a Recognize the distinguishing <b>features of a sentence</b> (e.g., first word, capitalization, ending punctuation).	RF.1.2a Distinguish <b>long from short vowel sounds</b> in spoken single-syllable words.	RF.1.2b Orally produce single-syllable words by <b>blending sounds (phonemes)</b> , including consonant blends.
RF.1.2c Isolate and pronounce <b>initial, medial vowel, and final sounds (phonemes)</b> in spoken single-syllable words.	RF.1.2d Segment spoken <b>single-syllable words</b> into their complete sequence of individual sounds (phonemes).	RF.1.3b <b>Decode</b> regularly spelled <b>one-syllable words</b> .
RF.1.3c Know <b>final -e and common vowel team</b> conventions for representing long vowel sounds.	<b>RF.1.3d</b> Use knowledge that <b>every syllable must have a vowel sound</b> to determine the <b>number of syllables</b> in a printed word.	<b>RF.1.3e</b> Decode <b>two-syllable words</b> following basic patterns by breaking the words into syllables.
<b>RF.1.3.f</b> Read words with <b>inflectional endings</b> .	RF.1.3g Recognize and read grade-appropriate <b>irregularly spelled words</b> .	RF.1.4a <b>Read grade-level text</b> with purpose and understanding.
RF.1.4b <b>Read grade-level text orally</b> with accuracy, appropriate rate, and expression on successive readings.	RF.1.4c <b>Use context</b> to confirm or self-correct word recognition and understanding, rereading as necessary.	
Reading - Literature		Speaking & Listening
RL.1.1 Ask and answer questions about <b>key details</b> in a text.		SL.1.1 Participate in <b>collaborative conversations</b> with diverse partners about grade 1 topics and texts with peers and adults in small
Reading - Informational Text		
RI.1.1 Ask and answer questions about <b>key details</b> in a text.	RI.1.9 Identify basic <b>similarities in and differences</b> between two texts on the same topic	R.1.10 With prompting and support, <b>read informational texts</b> appropriately complex for grade 1.
Language		
L.1.4b Use frequently occurring <b>affixes as a clue</b> to the meaning of a word.	<b>L.1.1c</b> Use singular and plural <b>nouns</b> with matching <b>verbs</b> in basic sentences.	<b>L.1.1g</b> Use frequently occurring <b>conjunctions</b>
<b>L.1.1j</b> Produce and expand complete <b>simple and compound</b> declarative, interrogative, imperative, and exclamatory <b>sentences</b> in response to prompts.	<b>L.1.4a</b> Use sentence-level <b>context</b> as a clue to the <b>meaning</b> of a word or phrase.	<b>L.1.4b</b> Use frequently occurring <b>affixes as a clue</b> to the meaning of a word.
<b>L.1.4c</b> Identify frequently occurring <b>root words</b> (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	<b>L.1.6</b> Use <b>words and phrases</b> acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.	
Writing		
W.1.5 With guidance and support from adults, <b>focus on a topic</b> , respond to questions and suggestions from peers, and <b>add details</b> to strengthen writing as needed.		
<p><b>Unit 5 - Geometry</b> 20 sessions over 20 days Geometry</p>	<p><b>Mathematics</b> Number Corner <b>Vol. 2</b> Operations &amp; Algebraic Thinking, Geometry &amp; Numbers and Operations in Base Ten 20 sessions over 16 days</p>	<p><b>Unit 6 - Figure the Facts with Penguins</b> 20 sessions over 20 days Operations &amp; Algebraic Thinking &amp; Measurement and Data</p>
<p><b>CRITICAL CONTENT AREA 4, GEOMETRY:</b> Students compose and decompose plane or solid figures (e.g., put two triangles together to make a quadrilateral) and build understanding of part-whole relationships as well as the properties of the original and composite shapes. As they combine shapes, they recognize them from different perspectives and orientations, describe their geometric attributes, and determine how they are alike and different, to develop the background for measurement and for initial understandings of properties such as congruence and symmetry. (G.1; G.2; G.3)</p>		
PHYSICAL SCIENCE ~Sound & Light~ December 4 - March 15		
	1-PS4-1: Waves and their Applications in Technologies for Information Transfer: Wave Properties	

Standards designated in **red** are for new unit noted.

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### Integrated Strategies

<p><b>Engagement Student Goal Setting</b></p> <p>Setting goals helps students take realistic steps to achieve them. Many educators find that using the SMART format—goals that are specific, measurable, attainable, relevant, and timely—can be a useful tool for conferences, and help students feel engaged in their learning.</p>	<p><b>Blended Learning Online Discussions</b></p> <p>Students participate in an online discussion in Teams, Canvas, Flip, or other digital platform. Teachers provide a prompt and students post their initial response to the prompt and then reply to their classmates.</p>	<p><b>Language (ELlevation)</b></p> <p>Find The Fib which can be modified to any grade level and/or content area.</p> <p>During this activity students will:                  Read three statements authored by teacher or peer                  Discuss each statement with a peer                  Identify which of the three statements is false                  Share reasoning with peers</p>
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<p><b>Unit 6: Tales to Live By</b>                  Essential Question: <b>What can different cultures teach us?</b>                  January 31 - February 21 (15 days)</p>	<p><b>English Language Arts</b></p>	<p><b>Unit 7: Investigating the Past</b>                  Essential Question: <b>How does understanding the past shape the future?</b>                  February 22 - March 15</p>
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### Reading Foundational Skills

<p>RF.2.3b Know <b>spelling-sound correspondences</b> for additional common vowel teams.</p>	<p>RF.2.3c <b>Decode</b> regularly spelled two-syllable words with long vowels.</p>	<p>RF.2.3e Identify words with inconsistent but common <b>spelling-sound correspondences</b>.</p>
<p>RF.2.3f Recognize and read grade-appropriate <b>irregularly spelled words</b>.</p>	<p>RF.2.4a <b>Read grade-level text</b> with purpose and understanding.</p>	<p>RF.2.4b <b>Read grade-level text orally</b> with accuracy, appropriate rate, and expression on successive readings.</p>

### Reading - Literature

<p>RL.2.1 Ask and answer such questions as <b>who, what, where, when, why, and how</b> to demonstrate understanding of key details in a text.</p>	<p>RL.2.4 Describe how <b>words and phrases</b> supply <b>rhythm and meaning</b> in a story, poem, or song.</p>
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### Speaking & Listening

### Reading - Informational Text

<p>RI.2.1 Ask and answer such questions as <b>who, what, where, when, why, and how</b> to demonstrate understanding of key details in a text.</p>	<p>RI.2.9 <b>Compare and contrast</b> the most important points presented by two texts on the same topic.</p>	<p>SL.2.1 Participate in <b>collaborative conversations</b> with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p>
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### Language

<p>L.2.1d Form and use the <b>past tense</b> of frequently occurring <b>irregular verbs</b>.</p>	<p>L.2.1e Use <b>adjectives and adverbs</b>, and choose between them depending on what is to be modified.</p>	<p>L.2.1f Produce, expand, and rearrange complete <b>simple and compound sentences</b>.</p>
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### Writing

<p>W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by <b>revising and editing</b>.</p>	<p>W.2.8 <b>Recall information</b> from experiences or gather information from provided sources to answer a question.</p>
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<p><b>Topic 9 - Numbers to 1000</b>                  10 lessons over 12 days                  Numbers &amp; Operations in Base Ten</p>	<p><b>Mathematics</b></p>	<p><b>Topic 10 - Add Within 1,000 Using Models and Strategies</b>                  7 lessons over 10 days                  Numbers &amp; Operations in Base Ten</p>
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**CRITICAL CONTENT AREA 1, NUMBERS & OPERATIONS IN BASE TEN:** Students **extend their understanding** of the base-ten system. This includes ideas of **counting** in fives, tens, and multiples of hundreds, tens, and ones, as well as **number relationships** involving these units, including **comparing**. (NBT.1; NBT.2)  
 Students **understand** multi-digit numbers (up to 1000) written in **base-ten notation**, recognizing that the **digits** in each place **represent amounts** of thousands, hundreds, tens, or ones (e.g., 853 is 8 hundred + 5 tens + 3 ones). (NBT.3; NBT.4)

**CRITICAL CONTENT AREA 2, NUMBERS & OPERATIONS IN BASE TEN, OPERATIONS IN ALGEBRAIC THINKING:** Students **use their understanding** of addition to **develop fluency** with addition and subtraction within 100. (NBT.5)

They solve problems within 1000 by applying their **understanding of models** for addition and subtraction, and they **develop, discuss, and use efficient, accurate, and generalizable methods** to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They **select and accurately apply** methods that are **appropriate** for the **context** and the numbers involved to **mentally calculate** sums and differences with only tens or only hundreds. (NBT.7; NBT.8; NBT.9; OA.1)

### PHYSICAL SCIENCE ~ SOLIDS and LIQUIDS ~ October 30 - February 9

### LIFE SCIENCE ~ INSECTS AND PLANTS ~ February 12 - June 7 (Mealworm Delivery 2/12-2/14)

<p>2-LS2 Ecosystems: Interactions, Energy, and Dynamics</p>	<p>2-LS4 Biological Evolution: Unity and Diversity</p>	
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<p><b>Unit 6: Making Decisions</b> <b>Essential Question: What helps us solve problems?</b> January 31 - February 21 (15 days)</p>	<p><b>English Language Arts</b></p>	<p><b>Unit 7: Communities Then and Now</b> <b>Essential Question: What is a community?</b> February 22- March 15 (16 days)</p>

## Reading Foundational Skills

<p><b>RF.3.3</b> Know and apply <b>grade-level phonics and word analysis</b> skills in <b>decoding words</b>.</p>	<p><b>RF.3.4c</b> Use <b>context</b> to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>RF.3.3d</b> Read grade-appropriate <b>irregularly spelled words</b>.</p>
<p><b>RF.3.4a</b> Read <b>grade-level text</b> with purpose and understanding.</p>	<p><b>RF.3.4b</b> Read <b>grade-level prose and poetry</b> orally with accuracy, appropriate rate, and expression on successive readings.</p>	

## Reading - Informational Text

<p><b>RI.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p><b>RI.3.9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p><b>RI.3.10</b> By the end of the year, read and comprehend informational texts, including history/ social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>
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## Reading - Literature

<p><b>RL.3.1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p><b>RL.3.10</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	<p><b>SL.3.1</b> Engage effectively in a range of <b>collaborative discussions</b> with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>
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## Language

<p><b>L.3.1a</b> Explain the function of <b>nouns, pronouns, verbs, adjectives, and adverbs</b> in general and their functions in particular sentences.</p>	<p><b>L.3.1b</b> Form and use <b>regular and irregular plural nouns</b>.</p>	<p><b>L.3.1d</b> Form and use <b>regular and irregular verbs</b>.</p>
<p><b>L.3.1e</b> Form and use the simple <b>verb tenses</b>.</p>	<p><b>L.3.1f</b> Ensure <b>subject-verb and pronoun-antecedent agreement</b>.</p>	<p><b>L.3.1g</b> Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p>
<p><b>L.3.4a</b> Use sentence-level <b>context as a clue</b> to the meaning of a word or phrase.</p>	<p><b>L.3.4d</b> Use <b>glossaries or beginning dictionaries</b>, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p><b>L.3.5</b> Demonstrate <b>understanding of figurative language, word relationships and nuances</b> in word meanings.</p>

## Writing

<p><b>W.3.5</b> With guidance and support from peers and adults, <b>develop and strengthen writing</b> as needed by planning, revising, and editing.</p>	<p><b>W.3.8</b> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	
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## Topic 13 - Fraction Equivalence

8 lessons over 12 days

Numbers and Operations - Fractions

## Mathematics

## Topic 14 - Solve Time, Capacity &amp; Mass Problems

9 lessons over 14 days

Measurement and Data

**CRITICAL CONTENT AREA 2, NUMBERS AND OPERATIONS:** Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. (NF.1; NF.2)

Students understand that the size of a fractional part is relative to the size of the whole. For example,  $\frac{1}{2}$  of the paint in a small bucket could be less paint than  $\frac{1}{3}$  of the paint in a larger bucket, but  $\frac{1}{3}$  of a ribbon is longer than  $\frac{1}{5}$  of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. (NF.1)

Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators. (NF.3)

## EARTH SCIENCE ~ WATER and CLIMATE ~ November 6 - February 9

3-ESS2.D Earth's Systems: Weather and Climate	3-ESS3.B: Earth and Human Activity: Natural Hazards	
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## LIFE SCIENCE ~ STRUCTURES OF LIFE ~ February 12 - June 7 (Owl Pellet Delivery in February)

3-LS1 From Molecules to Organisms: Structures and Processes		3-LS3 Heredity: Inheritance and Variation of Traits
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<b>Unit 6: Confronting Challenges</b> <b>Essential Question: How do we overcome obstacles?</b> January 31 - February 21 (15 days)	<b>English Language Arts</b>	<b>Unit 7: Developing a Nation</b> <b>Essential Question: How do communities evolve?</b> February 22 - March 15 (16 days)
Reading Foundational Skills		
RF.4.4a Read grade-level text with purpose and understanding.	RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Reading - Literature		Speaking & Listening
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
Reading - Informational Text		
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	
Writing		
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	W.4.9a Apply grade 4 Reading standards to literature
Language		
L.4.1a Use relative pronouns.	L.4.1d Order adjectives within sentences according to conventional patterns	L.4.1e Form and use prepositional phrases.
L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	L.4.1g Correctly use frequently confused words.	L.4.4a Use context as a clue to the meaning of a word or phrase.
L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word	L.4.4c Consult reference materials both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	L.4.5a Explain the meaning of simple similes and metaphors in context.
L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.	L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic	
<b>Topic 9 &amp; 11 - Understanding Addition and Subtraction of Fractions &amp; Represent/Interpret Data</b> 15 lessons over 19 days Numbers and Operations - Fractions	<b>Mathematics</b>	<b>Topic 10 - Extend Multiplication Concepts to Fractions</b> 6 lessons over 10 days Numbers and Operations - Fractions
<b>CRITICAL CONTENT AREA 2, NUMBER &amp; OPERATIONS - FRACTIONS:</b> Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g., $15/9 = 5/3$ ), and they develop methods for generating and recognizing equivalent fractions. (NF.1; NF.2; NF.3) Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number. (NF.4)		
PHYSICAL SCIENCE ~ ENERGY ~ November 13 - March 15		
4-PS3: Energy: Energy Transfer	4-PS4: Waves and their Applications in Technologies for Information Transfer: Waves	3-5-ETS1: Engineering Design
Standards designated in red are for additional unit/topic noted.		

## Elementary Curriculum ESSENTIALS

**A quick glance at the essential standards/outcomes you should be seeing in your classrooms this month.**

All grade level standards are expected to be taught, however the essential standards need to be mastered/secured prior to the end of the school year.

## Integrated Strategies

<p><b>Engagement</b> <b>Student Goal Setting</b></p> <p>Setting goals helps students take realistic steps to achieve them. Many educators find that using the SMART format—goals that are specific, measurable, attainable, relevant, and timely—can be a useful tool for conferences, and help students feel engaged in their learning.</p>	<p><b>Blended Learning</b> <b>Online Discussions</b></p> <p>Students participate in an online discussion in Teams, Canvas, Flip, or other digital platform. Teachers provide a prompt and students post their initial response to the prompt and then reply to their classmates.</p>	<p><b>Language (ELLevation)</b></p> <p>Find The Fib which can be modified to any grade level and/or content area.</p> <p>During this activity students will: Read three statements authored by teacher or peer Discuss each statement with a peer Identify which of the three statements is false Share reasoning with peers</p>
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<p><b>Unit 6: Up Against the Wild</b> <b>Essential Question: What compels us to survive?</b> January 31 - February 21 (15 days)</p>	<p><b>English Language Arts</b></p>	<p><b>Unit 7: Conflicts that Shaped a Nation</b> <b>Essential Question: How does conflict shape a society?</b> February 22 - March 15 (16 days)</p>
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## Reading Foundational Skills

<p>RF.5.3a Use combined knowledge of all <b>letter-sound correspondences, syllabication patterns, and morphology</b> (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>RF.5.4a Read <b>grade-level text</b> with purpose and understanding.</p>	<p>RF.5.4b Read <b>grade-level prose and poetry</b> orally with accuracy, appropriate rate, and expression on successive readings.</p>
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## Reading - Literature

<p>RL.5.1 <b>Quote accurately</b> from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>RL.5.4 Determine the <b>meaning of words and phrases</b> as they are used in a text, including figurative language such as metaphors and similes.</p>	<p>RL.5.10 By the end of the year, <b>read and comprehend literature</b>, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>
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## Reading - Informational Text

<p>RI.5.1 <b>Quote accurately</b> from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>RI.5.4 Determine the <b>meaning of general academic and domain-specific words and phrases</b> in a text relevant to a grade 5 topic or subject area.</p>	<p>RI.5.9 <b>Integrate information</b> from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>
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## Language

<p>L.5.1a Explain the <b>function of conjunctions, prepositions, and interjections</b> in general and their function in particular sentences.</p>	<p>L.5.1b Form and use the <b>perfect verb tenses</b>.</p>	<p>L.5.1c Use <b>verb tense</b> to convey various times, sequences, states, and conditions.</p>
<p>L.5.1d Recognize and correct <b>inappropriate shifts in verb tense</b></p>	<p>L.5.1e Use <b>correlative conjunctions</b>.</p>	<p>L.5.4a Use <b>context</b> as a clue to the meaning of a word or phrase.</p>
<p>L.5.4b Use common, grade-appropriate <b>Greek and Latin affixes</b> and roots as clues to the meaning of a word</p>	<p>L.5.4c <b>Consult reference materials</b> (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.</p>	<p>L.5.6 Acquire and use accurately grade-appropriate general <b>academic and domain-specific words and phrases</b>, including those that signal contrast, addition, and other logical relationships.</p>

## Writing

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by **planning, revising, editing, rewriting**, or trying a new approach.

## Speaking &amp; Listening

SL.5.1 Engage effectively in a range of **collaborative discussions** with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

<p><b>Topic 7 - Use Equivalent Fractions to Add and Subtract Fractions and Lesson 13-4 concepts</b> 12 lessons over 20 days Numbers and Operations - Fractions</p>	<p><b>Mathematics</b></p>	<p><b>Topic 8 - Multiply Fractions</b> 9 lessons over 14 days Numbers and Operations - Fractions</p>
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## Critical Content Area 1 - Numbers &amp; Operations - Fractions

Students **apply their understanding** of fractions and fraction models to **represent** the addition and subtraction of fractions with unlike denominators as **equivalent calculations with like denominators**. They develop fluency in **calculating** sums and differences of fractions, and **make reasonable estimates** of them. (NF.1; NF.2)

Students also **use the meaning** of fractions, of multiplication and division, and the **relationship** between multiplication and division to **understand and explain** why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.) (NF.3; NF.4; NF.5; NF.6; NF.7)

## PHYSICAL SCIENCE ~ MIXTURES and SOLUTIONS ~ November 27 - March 1

## Mixtures &amp; Solutions ~ Physical Science ~ November 29 - February 29th

5-PS1: Matter and Its Interactions: Reaching Saturation	5-PS1: Matter and Its Interactions: Fizz Quiz	3-5-ETS1: Engineering Design
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Standards designated in **red** are for additional unit/topic noted.