



2017-2018

KINDERGARTEN – FIFTH GRADE  
CURRICULUM MAPS

**NEWBURGH**  
ENLARGED CITY SCHOOL DISTRICT



# Newburgh Enlarged City School District

## 2017-2018 K-5 Curriculum Maps Introduction

Welcome to the Newburgh Enlarged City School District 2017 - 2018 K-5 curriculum maps. It is the desire of the District to provide a well-articulated and high quality curriculum that supports teachers and administrators on behalf of our students.

Curriculum is fluid; it changes periodically throughout the year and over time as we reflect, evaluate and revise it based upon observed student data and student needs. Our curriculum targets state and national standards. That said, teachers are expected to differentiate the curriculum and adjust it, as necessary, for their students. The individual education plans for students with disabilities may also require modification to curriculum, which is not indicated on the maps. Please note that every effort is made to keep the details of the maps current. However, curriculum mapping is an ongoing process which works best when done in teams. Please read the maps as an outline of skills, knowledge and understandings. The maps are not intended to be lesson plan documents.

This document bundles together a variety of resources. It begins with the introduction, then a year at a glance for each grade level, and a reading foundational skills map for grades K-2. Classroom planning and instruction based on the standards should develop within the context of the practices set forth by each content area (ELA, Math, Social Studies, and Science). By design these maps support the Literacy Framework and the instructional practices outlined within. This document will reflect the most current NYS Next Generation standards in ELA, Math, and Science and the NYS Social Studies Framework. The district expects students to “think, write, speak, and listen to understand” every day, in all subject areas. These practices should be the foundation of all planning and design.

*The practices also indicate that teachers should expect students to read often and widely from a range of global and diverse texts...Teachers should encourage students to explore a wide range of texts, including a balance of classical and contemporary literature. Students should also read full length and shorter texts from a variety of cultures and viewpoints, both in print and digital media.”*

(NYS Education Department 2017)

### NYS ELA Lifelong Practices of Readers and Writers

Lifelong Practices of Readers	Lifelong Practices of Writers
<p>Readers...</p> <ul style="list-style-type: none"> <li>• think, write, speak, and listen to understand.</li> <li>• read often and widely from a range of global and diverse texts illustrating a variety of viewpoints.</li> <li>• read for multiple purposes, including for learning and for pleasure.</li> <li>• self-select texts based on interest.</li> </ul>	<p>Writers...</p> <ul style="list-style-type: none"> <li>• think, read, speak, and listen to support writing.</li> <li>• write often and widely in a variety of formats, using print and digital resources and tools.</li> <li>• write for multiple purposes, including for learning and for pleasure.</li> <li>• persevere through challenging writing tasks.</li> </ul>

- persevere through challenging, complex texts enrich personal language, background knowledge, and vocabulary through reading and communicating with others.
- monitor comprehension and apply reading strategies flexibly.
- make connections (to self, other texts, ideas, cultures, eras, etc.).

- enrich personal language, background knowledge, and vocabulary through writing and communicating with others.
- experiment and play with language.
- analyze mentor texts to enhance writing strengthen writing by planning, revising, editing, rewriting, or trying a new approach.

**NYS Core Content Area Practices**

NYS Mathematical Practices	NYS Social Studies Practices	NYS Science Practices
<ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them</li> <li>2. Reason abstractly and quantitatively</li> <li>3. Construct viable arguments and critique the reasoning of others</li> <li>4. Model with mathematics</li> <li>5. Use appropriate tools strategically</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure</li> <li>8. Look for and express regularity in repeated reasoning</li> </ol>	<ol style="list-style-type: none"> <li>1. Gathering, Interpreting and Using Evidence</li> <li>2. Chronological Reasoning and Causation</li> <li>3. Comparison and Contextualization</li> <li>4. Geographic Reasoning</li> <li>5. Economics and Economic Systems</li> <li>6. Civic Participation</li> </ol>	<ol style="list-style-type: none"> <li>1. Asking questions (for science) and defining problems (for engineering)</li> <li>2. Developing and using models</li> <li>3. Planning and carrying out investigations Analyzing and interpreting data</li> <li>4. Using mathematics and computational thinking</li> <li>5. Constructing explanations (for science) and designing solutions (for engineering)</li> <li>6. Engaging in argument from evidence</li> <li>7. Obtaining, evaluating, and communicating information</li> </ol>

# Reading Foundational Skills K-5

## English & Spanish

Standard	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
RF.1	Demonstrate understanding of the organization and basic features of print.	Demonstrate understanding of the organization and basic features of print.				
RF.1.A	Follow words from left to right, top to bottom, and page by page.	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).				
RF.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.					
RF.1.C	Understand that words are separated by spaces in print.					
RF.1.D	Recognize and name all upper- and lowercase letters of the alphabet.					
RF.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).				
RF.2.A	Recognize and produce rhyming words.	Distinguish long from short vowel sounds in spoken single-syllable words.				
RF.2.B	Count, pronounce, blend, and segment syllables in spoken words.	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.				
RF.2.C	Blend and segment onsets and rhymes of single-syllable spoken words.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.				

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## English & Spanish

Standard	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
RF.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.				
RF.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.					
RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Know and apply grade-level phonics and word analysis skills in decoding words.	Know and apply grade-level phonics and word analysis skills in decoding words.	Know and apply grade-level phonics and word analysis skills in decoding words.	Know and apply grade-level phonics and word analysis skills in decoding words.	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.3.A	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.	Know the spelling-sound correspondences for common consonant digraphs.	Distinguish long and short vowels when reading regularly spelled one-syllable words.	Identify and know the meaning of the most common prefixes and derivational suffixes.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	Decode regularly spelled one-syllable words.	Know spelling-sound correspondences for additional common vowel teams.	Decode words with common Latin suffixes.		
RF.3.C	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	Know final -e and common vowel team conventions for representing long vowel sounds.	Decode regularly spelled two-syllable words with long vowels.	Decode multi-syllable words.		

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RF.3.D	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Decode words with common prefixes and suffixes.	Read grade-appropriate irregularly spelled words.		
RF.3.E		Decode two-syllable words following basic patterns by breaking the words into syllables.	Identify words with inconsistent but common spelling-sound correspondences.			
RF.3.F		Read words with inflectional endings.	Recognize and read grade-appropriate irregularly spelled words.			
RF.3.G		Recognize and read grade-appropriate irregularly spelled words.				
RF.4	Read emergent-reader texts with purpose and understanding.	Read with sufficient accuracy and fluency to support comprehension.	Read with sufficient accuracy and fluency to support comprehension.	Read with sufficient accuracy and fluency to support comprehension.	Read with sufficient accuracy and fluency to support comprehension.	Read with sufficient accuracy and fluency to support comprehension.
RF.4.A		Read grade-level text with purpose and understanding.	Read grade-level text with purpose and understanding.	Read grade-level text with purpose and understanding.	Read grade-level text with purpose and understanding.	Read grade-level text with purpose and understanding.
RF.4.B		Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF.4.C		Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

# Reading Foundational Skills K-5

## English & Spanish

Standard	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>RF.1</b>	Demostrar conocimiento de la organización y las características básicas de la escritura.	Demostrar conocimiento de la organización y las características básicas de la escritura.				
<b>RF.1.A</b>	Seguir las palabras de izquierda a derecha, de arriba hacia abajo y página por página.	Reconocer las distintas partes de una oración (la primera palabra, la letra mayúscula, el signo de puntuación).				
<b>RF.1.B</b>	Reconocer que las palabras dichas verbalmente están representadas por escrito por secuencias de letras específicas.					
<b>RF.1.C</b>	Comprender que en el lenguaje escrito las palabras están separadas por espacios en blanco.					
<b>RF.1.D</b>	Reconocer y nombrar todas las letras mayúsculas y minúsculas.					
<b>RF.2</b>	Demostrar conocimiento de las palabras, los sonidos y las sílabas.	Demostrar conocimiento de las palabras, los sonidos y las sílabas.				
<b>RF.2.A</b>	Reconocer y producir palabras que riman.	Reconocer y leer palabras de dos sílabas.				
<b>RF.2.B</b>	Contar, pronunciar, juntar y separar sílabas en palabras verbalmente.	Contar, pronunciar, unir y separar palabras de dos sílabas.				

# Reading Foundational Skills K-5

## English & Spanish

Standard	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>RF.2.C</b>	Demostrar conocimiento de la mayoría de las sílabas abiertas (consonante + vocal). Ejemplo: ma, me, mi, mo, mu	Demostrar conocimiento de la mayoría de las sílabas abiertas (consonante + vocal). Ejemplo: ma, me, me, mi, mo, mu				
<b>RF.2.D</b>	Separar, reconocer y pronunciar la letra o sílaba inicial en palabras de dos sílabas.	Separar, reconocer y pronunciar las letras o sílabas en palabras de dos sílabas.				
<b>RF.2.E</b>	Añadir o sustituir sílabas en palabras de dos sílabas para formar una palabra nueva.					
<b>RF.3</b>	Reconocer y aplicar la fonética y analizar las palabras usando la descodificación.	Reconocer y aplicar la fonética y analizar las palabras usando la descodificación.	Reconocer y aplicar la fonética y analizar las palabras usando la descodificación.	Reconocer y aplicar la fonética y analizar las palabras usando la descodificación.	Reconocer y aplicar la fonética y analizar las palabras usando la descodificación.	Reconocer y aplicar la fonética y analizar las palabras usando la descodificación.
<b>RF.3.A</b>	Demostrar conocimiento básico de la correspondencia uno a uno entre letra y sonido de las consonantes y reconocer el primer sonido de las palabras.	Leer palabras de dos sílabas con los dígrafos consonánticos comunes. (bl, cl, fl, gl, pl, br, cr, dr, fr, gr...)	Distinguir las inflexiones y los sufijos al leer palabras de tres sílabas, incluyendo las sílabas cerradas. (Ejemplo: <b>persigues</b> )	Identificar y saber el significado de la mayoría de los prefijos y sufijos. (Ejemplo: mal-, des- dis-, pre-, con-, -ado, -ido, -ando, -iendo...)	Combinar y usar el conocimiento de todas las estrategias: -la correspondencia de letras y sus sonidos -los patrones de las sílabas (dígrafos, inflexiones, diptongos) -la morfología (raíces, prefijos, sufijos)  ...para leer palabras con más de tres sílabas con precisión dentro y fuera del contexto.	Combinar y usar el conocimiento de todas las estrategias: -la correspondencia de letras y sus sonidos -los patrones de las sílabas (dígrafos, inflexiones, diptongos) -la morfología (raíces, prefijos, sufijos)  ...para leer palabras con más de tres sílabas con precisión dentro y fuera del contexto.



# Reading Foundational Skills K-5

## English & Spanish

Standard	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>RF.3.B</b>	Reconocer y producir las cinco vocales.	Descodificar palabras de dos sílabas.	Reconocer los diptongos en palabras de tres sílabas. Ejemplo: (canciones, perseguir)	Descodificar palabras con más de tres sílabas con prefijos y sufijos. Ejemplo: (deshidratado, caminando)		
<b>RF.3.C</b>	Leer las palabras más frecuentes a simple vista. Ejemplo: el, ella, la, de, por, mi, mis, un, una, nos, son, es, que, más, veo, puedo).		Descodificar palabras de tres sílabas incluyendo sílabas cerradas. (Ejemplo: cantamos – <b>can</b> /ta/mos)	Descodificar palabras con más de tres sílabas. (Ejemplo: constitución – cons/ti/tu/ción, extremadamente – ex/tre/ma/da/men/te)		
<b>RF.3.D</b>	Descodificar palabras de dos sílabas separando las palabras en sílabas.	Usar el conocimiento de que cada sílaba debe tener una vocal para determinar el número de sílabas en una palabra escrita.	Descodificar palabras con prefijos y sufijos y leer correctamente las palabras con acento diacrítico. Ejemplo: esta/ está, papa/ papá	Leer palabras apropiadas para el grado correctamente (incluyendo el acento diacrítico).		
<b>RF.3.E</b>		Descodificar palabras de dos sílabas abiertas separando las palabras en sílabas.	Descodificar palabras con más de tres sílabas separando las palabras en sílabas. Ejemplo: (comunicar – co/mu/ni/car)			
<b>RF.3.F</b>		Descodificar palabras de dos sílabas con inflexiones. (-s, -r, -n) (pones, saber, comen) y leer los diptongos como suenan al hablar (gue, pue)	Reconocer y leer palabras con más de tres sílabas apropiadas para el grado con inflexiones (-s, -r, -n) y diptongos (juntaremos, endeudado).			
<b>RF.3.G</b>		Reconocer y leer palabras apropiadas al grado.				

# Reading Foundational Skills K-5

## English & Spanish

Standard	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
<b>RF.4</b>	Leer libros para lectores emergentes con sentido y comprensión.	Leer con suficiente precisión y fluidez para apoyar la comprensión.	Leer con suficiente precisión y fluidez para apoyar la comprensión.	Leer con suficiente precisión y fluidez para apoyar la comprensión.	Leer con suficiente precisión y fluidez para apoyar la comprensión.	Leer con suficiente precisión y fluidez para apoyar la comprensión.
<b>RF.4.A</b>		Leer libros al nivel del grado con sentido y comprensión.	Leer libros al nivel del grado con sentido y comprensión.	Leer libros al nivel del grado con sentido y comprensión.	Leer libros al nivel del grado con sentido y comprensión.	Leer libros al nivel del grado con sentido y comprensión.
<b>RF.4.B</b>		Leer libros al nivel del grado en voz alta y con fluidez, entonación apropiada y expresión en lecturas sucesivas.	Leer libros al nivel del grado en voz alta y con fluidez, entonación apropiada y expresión en lecturas sucesivas.	Leer libros al nivel del grado en voz alta y con fluidez, entonación apropiada y expresión en lecturas sucesivas.	Leer poesías y prosas apropiadas para el nivel del grado en voz alta y con fluidez, entonación apropiada y expresión en lecturas sucesivas.	Leer poesías y prosas apropiadas para el nivel del grado en voz alta y con fluidez, entonación apropiada y expresión en lecturas sucesivas.
<b>RF.4.C</b>		Usar el contexto para confirmar o corregirse a si mismo en el reconocimiento y la comprensión de palabras, volviendo a leer cuando sea necesario.	Usar el contexto para confirmar o corregirse a si mismo en el reconocimiento y la comprensión de palabras, volviendo a leer cuando sea necesario.	Usar el contexto para confirmar o corregirse a si mismo en el reconocimiento y la comprensión de palabras, volviendo a leer cuando sea necesario.	Usar el contexto para confirmar o corregirse a si mismo en el reconocimiento y la comprensión de palabras, volviendo a leer cuando sea necesario.	Usar el contexto para confirmar o corregirse a si mismo en el reconocimiento y la comprensión de palabras, volviendo a leer cuando sea necesario.

## K- 2 Foundational Skills Curriculum Map

This map provides teachers with a continuum that identifies a series of complex skills that build toward proficiency. All students do not develop their understandings at the same rate. It is important that teachers have a full picture of these understandings in order to support students.

It is important to recognize that the reading and writing foundational skills are not the only goal of literacy. The significance lies in how the student applies these skills in reading and writing continuous text. The more students can process language fluently and rapidly, the more likely they will read and write with ease.

The K-2 maps are set up by nine areas of learning that represent a comprehensive picture of the foundational skills students need. Each map includes the essential learning, along with language that will be helpful to the teaching. It is important that the language used is consistent and clear. In addition, the maps include the NYS standards addressed along with the resources available to teach the skill(s).

Nine Areas of Learning (Fountas & Pinnell 2017)	
<b>Early Literacy Concepts</b>	Includes the understanding of concepts of print such as reading left to right, front and back of book, and one to one matching. Learners who enter Kindergarten not knowing these skills need to have direct explicit instruction in this area.
<b>Phonological Awareness</b>	The ability to hear and recognize sounds in words allows the learner to connect it to letters and words. Learners who can recognize sound in words also need to be able to identify, isolate and manipulate the sounds
<b>Letter Knowledge</b>	This refers to how the letters look. Learners need to learn the names, distinguishing features, how to use them in words, and how to find them in text.
<b>Letter-Sound Relationships</b>	Learners need to learn the connections between letters and sounds in order to understand basic written language. Oral language needs to be developed and is basic to understanding the written language.
<b>Spelling Patterns</b>	Readers and writers look for and find patterns in words. Knowing these spelling patterns helps learners in word solving and writing words quickly.
<b>High Frequency Words</b>	A core of high frequency words help to build reading and writing processes. Recognizing these words automatically allows the reader to pay more attention to the meaning or solving new words in continuous text. Explicit instruction of these words in continuous text aid in developing automaticity and help readers to look at the features of words.
<b>Word Meaning Vocabulary</b>	For understanding and consistency in reading and writing, students need to know the meaning of words. In order to expand vocabularies learners must be engaged in complex text in order to build listening, speaking, reading and writing vocabularies.
<b>Word Structure</b>	Words are built according to rules. Learners need to learn how words are related to each other and how they can be changed. This includes breaking down words and categorizing word parts.
<b>Word Solving</b>	This includes strategic moves readers and writers use when they use their knowledge of language while reading and writing continuous text. These should all be “in the head” actions.

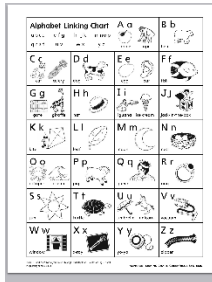
adapted from: Fountas & Pinnell (2017). *The comprehensive phonics, spelling, and word study guide*. Heinemann, NH.

## Phonics Lesson Framework:

These maps do advocate for explicit phonics and word study lessons (see lesson framework below) with an element of inquiry; however, it is essential for students to learn how words work through reading and writing continuous text all the time.

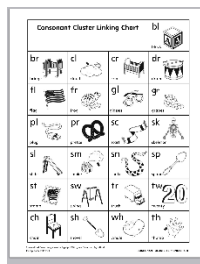
- **TEACH**  
Whole-class lessons based on a principle related to phonics. The inclusion of inquiry, where possible, allows students to discover something about language and makes the lesson enjoyable. Students become pattern seekers and word discoverers, which, hopefully, will be a lifelong habit.
- **APPLY**  
Through hands-on practice to apply the principle. Students can learn much more through hands-on activities because they provide an experience in constructing their own knowledge. Hands on activities can be found in the iREAD resources. You can choose to have all the children do the activity simultaneously, individually, or with a partner after the lesson. If you choose you could put in as a word study center as they develop the ability to manage their own learning.
- **SHARE**  
Students meet briefly in a whole-class meeting, to talk about the discoveries they made. This brief sharing time gives you a chance to assess the effectiveness of your lesson, return to the principle and summarize the learning, and link to reading and writing so students know how to use what they have learned.

## Other Phonics Resources:



**Alphabet Linking Chart:** It is a tool for supporting children's learning of letter names in uppercase and lowercase forms, the related sounds, and letter formation. We refer to it in many lessons and have built it together in a meaningful way.

**How To:** You could read the whole chart, read just the pictures, read just the letters, read just the uppercase letters, read just the lowercase letters, read the consonants, read the 2 sounds for each vowel (the hard/long or soft/short), sing the chart to the tune of the alphabet song, read every other letter, read randomly as you point to boxes



**Consonant Cluster Linking Chart:** This chart includes pictures that begin with two consonant letters, including consonant digraphs. It is a tool which is designed to help children develop quick recognition and blending of initial consonant clusters and digraphs.

**How To:** Read it in order (e.g., /bl/ blanket, /b/r bridge), read randomly as you point to boxes, read every other box, read it backwards, have them find a word in a text/book that starts with that cluster.

## Grade K – Year at a Glance

Please see each unit’s scope and sequence for more detailed information.

	September-October	November-December	December	January-Feb	March-April	May-June
	What Makes Me Special and Unique	How I Can Be a Good Citizen	American	Understanding the World We Live In	Weather	Plants and Their Environment
English	<p>Launching the Writers’ Workshop (Book 1)</p> <p>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.</p>	<p>Closely: Observing, Labeling, and Listing Like Scientists (If...Then...)</p> <p>Readers Read, Think, and Talk about Emergent Story Books and Familiar Shared Texts</p>	<p>Writing for Readers (Book 2)</p> <p>Readers Use Superpowers to Read Everything in the Classroom and Beyond</p>	<p>How-To Books: Writing to Teach Others (Book 3)</p> <p>Learning About Ourselves and Our World: Reading for Information</p>	<p>Writing All-About Books (If...Then....)</p> <p>Readers are Resourceful: Tackling Hard Words and Tricky Parts in Books</p>	<p>Persuasive Writing of All Kinds (Book 4)</p> <p>Readers Get to Know Characters</p>
Math	<p><b>Counting and Cardinality:</b> Write numbers from 0 to 20.</p>	<p><b>Operations and Algebraic Thinking:</b> Number Pairs, Addition and Subtraction to 10</p>	<p><b>Geometry:</b> Two Dimensional and Three Dimensional Shapes</p>	<p><b>Numbers and Operations in Base Ten:</b> Numbers 10 – 20; Count to 100 by Ones and Tens</p>	<p><b>Measurement and Data:</b> Comparison of Length, Weight, Capacity and Numbers to 10</p>	<p><b>Geometry:</b> Analyzing, Comparing and Composing shapes</p>
Social Studies	<p><b>What makes me Unique</b> Students learn how a person’s sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.</p> <p>Each person is unique but also shares common characteristics with other families, peers, and community members.</p>	<p><b>Cultural Identity</b> Students learn about individual develop and cultural identity, civic ideals and practices, and geography, humans, and the environment.</p>	<p><b>American</b> Students compare ways diverse cultural groups with the community celebrate holidays</p>	<p><b>Economic</b> Students learn about how people have economic needs and wants, and how goods and services can satisfy people’s wants. Students learn how maps and globes represent Earth’s surface and are used to locate and better understand places and regions.</p>	<p><b>Communities past, present, future</b> Students learn how people and communities are affected by and adapt to their physical environment.</p> <p>The past, present and future describe points in time and help us examine and understand events.</p>	<p><b>Geography, Humans, and the Environment</b> Students compare different environments and the plants and animals that live there</p>

<p><b>Science</b></p>	<p><b>Matter and Its Interactions:</b> Children learn how matter exist as either solid or liquid, depending on temperature.</p>	<p><b>Matter and Its Interactions:</b> Students ask questions and use observations to test the claim that different kinds of matter exist as either solid or liquid.</p>	<p><b>Forces and Interactions:</b> Pushes and Pulls</p>	<p><b>Forces and Interactions:</b> Pushes and Pulls</p>	<p><b>Weather and Climate:</b> Use and share observations of local weather conditions to describe patterns over time.</p>	<p><b>Interdependent Relationships in Ecosystems:</b> Animals, Plants, and Their Environment</p>
<p><b>Culminating Assessment(s)</b></p>	<p>Children will select a few stories to publish and will learn to revise and edit as they make those stories the best they can be.</p> <p>The task will show that students understand that every person is unique and special; families can be similar and different, but we all celebrate special times, and respect and caring are necessary for every community to which we belong.</p> <p>Choose from the following Performance Tasks or projects:</p> <ul style="list-style-type: none"> <li>• Create a book</li> <li>• Create a poster</li> <li>• Create a graphic organizer</li> <li>• Create a graph</li> <li>• List qualities of a caring classroom/school</li> <li>• Create a quilt (paper)</li> </ul>	<p>Students will demonstrate the targeted understandings through one of the following methods:</p> <p>Create a list of class rules.</p> <p>Create a class book.</p> <p>Draw visual images/writing captions for images.</p> <p>Complete a project on the American Flag and/or Compare the American Flag to those of other nations.</p> <p>Students will revise their writing to make it the best it can be and fancy it up for the publishing celebration</p> <p>Students will transfer and apply their knowledge of letters and sounds to labeling items and listing observations.</p>	<p>Students learn the process of taking a single piece of writing to publishing. Students will spend time both editing and revising and will work on creating an ending that introduces a big feeling. Since this unit focuses on writing for readers, you will want to invite an audience to come read your students' stories. This could be another kindergarten class, a buddy class, or other staff members from the building. Before hosting the celebration, ask students to look at their writing and identify one or more things they learned (and is evident) in their writing. This can be written on a post-it note and adding to their piece. Encourage visitors to also add comments to the students writing. Display the writing and all of the comments on Author's board in the classroom or hall.</p>	<p>Students will demonstrate the targeted understandings through one of the following methods:</p> <p>Sort images of needs and wants.</p> <p>Create a page for a class book.</p> <p>Visit school community workers to observe their tools.</p> <p>Interview school community workers.</p> <p>Use a favorite book to write about what was learned.</p> <p>Create a poster or book to represent new understandings gained from a favorite informational text.</p>	<p>Students will demonstrate the targeted understandings through one of the following methods:</p> <p>Write an "All About..." Book/poster using information learned from text.</p> <p>Teach about a topic.</p> <p>Conduct a Share Fair.</p> <p>Invite an older class to tour the classroom as the kindergarteners stay at "posts" around the room ready to teach the visitors about their topics. Students can wear signs around their necks that say, "Ask me about cats," or "Ask me about bikes."</p>	<p>Students will demonstrate the targeted understandings through one of the following methods:</p> <p>Write an advertisement trying to persuade the reader to try a new product.</p> <p>Write a persuasive letter to a character.</p> <p>Write a persuasive poster or letter to save the environment.</p>

## Reading Foundational Skills K-5

KINDERGARTEN		
Standard	English	Spanish
RF.K.1	Demonstrate understanding of the organization and basic features of print.	Demostrar conocimiento de la organización y las características básicas de la escritura.
RF.K.1.A	Follow words from left to right, top to bottom, and page by page.	Seguir las palabras de izquierda a derecha, de arriba hacia abajo y página por página.
RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.	Reconocer que las palabras dichas verbalmente están representadas por escrito por secuencias de letras específicas.
RF.K.1.C	Understand that words are separated by spaces in print.	Comprender que en el lenguaje escrito las palabras están separadas por espacios en blanco.
RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.	Reconocer y nombrar todas las letras mayúsculas y minúsculas.
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Demostrar conocimiento de las palabras, los sonidos y las sílabas.
RF.K.2.A	Recognize and produce rhyming words.	Reconocer y producir palabras que riman.
RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.	Contar, pronunciar, juntar y separar sílabas en palabras verbalmente.
RF.K.2.C	Blend and segment onsets and rhymes of single-syllable spoken words.	Demostrar conocimiento de la mayoría de las sílabas abiertas (consonante + vocal). Ejemplo: ma, me, me, mi, mo, mu
RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	Separar, reconocer y pronunciar la letra o sílaba inicial en palabras de dos sílabas.
RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Añadir o sustituir sílabas en palabras de dos sílabas para formar una palabra nueva.
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Reconocer y aplicar la fonética y analizar las palabras usando la descodificación.
RF.K.3.A	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.	Demostrar conocimiento básico de la correspondencia uno a uno entre letra y sonido de las consonantes y reconocer el primer sonido de las palabras.
RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	Reconocer y producir las cinco vocales.
RF.K.3.C	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	Leer las palabras más frecuentes a simple vista. Ejemplo: el, ella, la, de, por, mi, mis, un, una, nos, son, es, que, más, veo, puedo).
RF.K.3.D	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Descodificar palabras de dos sílabas separando las palabras en sílabas.
RF.K.4	Read emergent-reader texts with purpose and understanding.	Leer libros para lectores emergentes con sentido y comprensión.

## Grade K – Foundational Skills – 1<sup>st</sup> Trimester

Areas of Learning	Essential Understandings	Instructional Language	NYS Standards	Resources
Early Literacy Concepts	<ul style="list-style-type: none"> <li>Distinguish and talk about the differences between Illustrations and print Distinguish between letters and words.</li> <li>Recognize / write name.</li> <li>Left to right directionality.</li> <li>Understand and talk about concepts of first and last in written language.</li> <li>Locate first and last letters of words in text.</li> <li>Understand concepts of sentence/ book.</li> </ul>	<ul style="list-style-type: none"> <li><i>The print is the words on a page</i></li> <li><i>The illustrations and the print are two ways writers give information</i></li> <li><i>The first letter in a word is on the left</i></li> <li><i>The last letter in a word is on the right</i></li> <li><i>The first word in a sentence is on the left</i></li> <li><i>The first part of the page is at the top</i></li> <li><i>There are spaces between the words in a sentence</i></li> <li><i>A book has a front cover, pages, and a back cover</i></li> <li><i>A book has information in it</i></li> <li><i>Turn the pages of the book to read the print from the front of the book to the back of the book</i></li> </ul>	<b>KRF1:</b> Demonstrate understanding of the organization and basic features of print.	<b>IREAD Professional Guide</b> Parts of a Book P.238-239  CKLA Skills
Phonological Awareness	<ul style="list-style-type: none"> <li>Rhyming words</li> <li>Hear/ say and clap syllables.</li> <li>Hear/ say two/three phonemes in a word.</li> <li>Divide a word into phonemes. ( Hear and say two, three, beginning, ending)</li> <li>Connect words with same sounds in beginning/end.</li> </ul>	<ul style="list-style-type: none"> <li><i>Some words have end parts that sound the same. They rhyme.</i></li> <li><i>Words can have one or more parts</i></li> <li><i>Hear each sound in a word</i></li> <li><i>Say a word slowly</i></li> <li><i>Hear each sound in a word</i></li> <li><i>Say each sound in the word</i></li> <li><i>Hear the first sound in a word</i></li> <li><i>Hear the last sound in a word</i></li> </ul>	<b>KRF2:</b> Demonstrate understanding of spoken words, syllables, and sounds. KRF3a	IREAD Professional Guide P. 162-175  CKLA Skills
Letter Knowledge	<ul style="list-style-type: none"> <li>Recognize letters and state their names.</li> <li>Recognize and name letters in words</li> <li>Recognize/ name letters in words.</li> <li>Recognize and name letters in the environment (signs, labels, etc.)</li> <li>Make connections among words by recognizing the position of a letter.</li> <li>Use efficient and consistent motions to form letters with writing tools.</li> </ul>	<ul style="list-style-type: none"> <li><i>Each letter is different</i></li> <li><i>Some letters have long straight lines. Some letters have short straight lines, curves etc.</i></li> <li><i>Letters or words appear on signs, labels, and other objects.</i></li> <li><i>Say the names of letters or say words printed on objects</i></li> <li><i>Words are made with letters</i></li> <li><i>A name is made with letters</i></li> <li><i>Say the letters in your name</i></li> <li><i>Find words that begin with the same letter</i></li> <li><i>Find words that end with the same letter</i></li> <li><i>Make the shape of a letter</i></li> <li><i>Say the steps you use to make a letter</i></li> </ul>	<b>KRF2:</b> Demonstrate understanding of spoken words, syllables, and sounds.	Alphabet Linking Chart  IREAD Handwriting: Guide p.278-281  iREAD Professional Guide pg. 176 – 181 CKLA Skills
Letter – Sound Relationships	<ul style="list-style-type: none"> <li>understand and talk about the fact that some letters represent consonant sounds</li> <li>Recognize/use beginning consonant sounds and the letters that represent them: <i>Bb, Dd ,Jj, Kk, Cc, Pp, Tt, Ss, Mm, Ww, Hh, Qu</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Letters and sounds can be matched to words</i></li> <li><i>Say a word slowly and hear the sound at the beginning of the word</i></li> <li><i>Match sounds and letters at eh beginning of the word</i></li> <li><i>Find a word by saying it and thinking about the first sound</i></li> </ul>	<b>KRF3:</b> Know and apply grade level phonics and word analysis skill in decoding words.	IREAD Professional Guide P. 176-181  CKLA Skills



	<ul style="list-style-type: none"> <li>Recognize, point to and say the same beginning consonant sound and the letter that represents the sound: e.g. bag, bee</li> </ul>			
<b>Spelling Patterns</b>	<ul style="list-style-type: none"> <li>Recognize and talk about the fact that words have letter patterns that can appear in many words.</li> </ul>	<ul style="list-style-type: none"> <li>Letter patterns that are the same appear in many words</li> <li>Some words have letter patterns that are the same”</li> </ul>	<b>KRF3:</b> Know and apply grade level phonics and word analysis skill in decoding words.	IREAD Professional Guide P 184 - 188.  CKLA Skills
<b>High Frequency Words</b>	<ul style="list-style-type: none"> <li>Recognize and use high frequency words with one, two or three letters</li> </ul>	<ul style="list-style-type: none"> <li>Some words appear many times when you read</li> <li>Some words only have one letter</li> <li>Some words have two letters</li> </ul>	<b>KRF3e:</b> Read common high frequency by sight.	iREAD Professional Guide HFW word list p 284 – 285  CKLA Skills
<b>Word Meaning Vocabulary</b>	<ul style="list-style-type: none"> <li>Recognize and use concept words, color names, number words, days of the week, months of the year.</li> </ul>	<ul style="list-style-type: none"> <li>A color (number, day, month, season) has a name</li> <li>Days happen in the same order each week</li> </ul>	<b>KL5:</b> Explore and discuss word relationships and word meanings	iREAD Professional Guide p 224 – 234  CKLA Skills
<b>Word Structure</b>	<i>Not introduced until middle of year</i>			
<b>Word Solving Actions</b>	<ul style="list-style-type: none"> <li>Recognize and find names</li> <li>Use letter in names to make connections to other words.</li> <li>Use known words to monitor word solving accuracy.</li> <li>Say a word slowly to hear initial/final sound.</li> <li>Spell known words quickly.</li> <li>Use known words to help spell an unknown word.</li> </ul>	<ul style="list-style-type: none"> <li>A person’s name starts with a capital letter. The other letters are lowercase</li> <li>The first letter in a name is the same as the first letter in some other names</li> <li>The first letter on a name is the same as the first in some other words</li> <li>Use words you know to check your reading</li> <li>Saying a word slowly makes it easier to hear the first/last sound in the word</li> <li>Use words you know to spell words you don’t know</li> </ul>	<b>KRF2:</b> Demonstrate understanding of spoken words, syllables, and sounds	iREAD professional guide p 184 – 204  CKLA Skills

# Grade K – Unit 1

<b>Grade Level</b>	Kindergarten
<b>Months</b>	September – October
<b>Approx. Number of Weeks</b>	Six
<b>Overarching Unit Title</b>	What Makes Me Special and Unique

Readers will learn the structures and procedures of reader’s workshop. Students will begin reading from table book tubs and learn how to share, reread, and discuss books that they have read independently and with a partner. This unit introduces the students to world of writing. Routines and procedures for Writers Workshop are introduced and student quickly identify themselves as authors and illustrators. Students are exposed to both narrative and informational writing in this unit.

ELA Standards	Knowledge	Skills
<p><b>We Are Readers</b></p> <p><b>RF.K.1:</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>W.K.2</b> 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</p> <p><b>W.K.3</b> 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.</p>	<ul style="list-style-type: none"> <li>Familiar people, places, things, and events help to shape who we are.</li> <li>Drawings or other visual displays can be used to provide additional detail.</li> <li>Speaking audibly helps us to express thoughts, feelings, and ideas clearly.</li> <li>Drawing and writing are important ways to communicate information and stories.</li> <li>Adding details strengthens a writer’s message.</li> <li>Identifying basic features of print will help us to become better readers.*</li> <li>Participating in conversations about books will help us understand what we read or what is read to us. *</li> <li>Good readers look at the pictures to understand the text.</li> <li>Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature.</li> <li>Matter can be described and classified by its observable properties*</li> </ul> <p>*These topics will be covered over multiple units.</p>	<ul style="list-style-type: none"> <li>Describe people, places, things and events</li> <li>recognize and write their names</li> <li>recognize their individual talents</li> <li>draw and label</li> <li>identify when their birthday is</li> <li>participate in a discussion</li> <li>define respect</li> <li>attend to a story</li> <li>follow multi-step directions</li> <li>Think/pair/share</li> <li>Plan and conduct an investigation in collaboration with peers.</li> <li>Analyzing and Interpret Data</li> <li>Record information (observations, thoughts, and ideas).</li> </ul>

Standards for Language Support
<p><b>L.K.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.K.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.K.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p><b>SL.K.1</b> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.K.3</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>SL.K.4</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>SL.K.5</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>SL.K.6</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>

Math Standards Numbers to 10	Knowledge	Skills
<p><b>K.CC.3</b> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).</p> <p>In this module, daily fluency activities with concentration and emphasis on counting (K.CC.4ab, K.CC.5) are integrated throughout the concept development</p>	<ul style="list-style-type: none"> <li>• Represent a number of objects with a numeral</li> <li>• Compare sets of objects (more than, less than, equal to)</li> <li>• One to one correspondence</li> </ul>	<ul style="list-style-type: none"> <li>• Count to 100 by ones and tens</li> <li>• Count forward beginning from a number other than one</li> <li>• Write numbers through 20</li> <li>• Match objects to number symbols to represent 1-1 correspondence</li> <li>• Group and regroup numbers as ten and some ones</li> </ul>
Next Gen Science Matter and Its Interactions	Knowledge	Skills
<p><b>K-PS1-1.</b> Plan and conduct an investigation to test the claim that different kinds of matter exist as either solid or liquid, depending on temperature.</p>	<p>Emphasis should be on solids and liquids at a given temperature and that a solid may be a liquid at higher temperature and</p>	<ul style="list-style-type: none"> <li>• Observation skills</li> <li>• Similarities and differences</li> <li>• work with a partner</li> <li>• make decisions</li> <li>• justify reasons/ explain</li> </ul>
Social Studies Standards	Knowledge	Skills
<p><b>K.1</b> Children’s sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.</p> <p><b>K.2a</b> Each person is unique but also shares common characteristics with other family, school, and community members.</p>	<ul style="list-style-type: none"> <li>• Identify similarities and differences between home and school.</li> <li>• Identify similarities and differences between him/her and others.</li> <li>• Describe an event in his/her life.</li> </ul>	<ul style="list-style-type: none"> <li>• Define a “tattle” and a “tell”</li> <li>• Identify the members of their school community</li> <li>• Ask questions</li> <li>• Work cooperatively</li> <li>• Listen to others</li> </ul>
End of Unit Culminating Assessment		
<p><b>Units of Writing:</b> Children will select a few stories to publish and will learn to revise and edit as they make those stories the best they can be</p> <p>The task will show that students understand that every person is unique and special, families can be similar and different but we all celebrate special times, respect and caring are necessary for every community to which we belong.</p> <p><b>Choose from the following Performance Tasks or projects</b></p> <ul style="list-style-type: none"> <li>• Create a book</li> <li>• Create a poster</li> <li>• Create a graphic organizer</li> <li>• Create a graph</li> <li>• List qualities of a caring classroom/school</li> <li>• Create a quilt (paper)</li> </ul>		
Resources		
<p><b>ELA:</b> Literacy Framework: Readers Workshop; Writing Workshop; Shared Reading ; Interactive Writing iREAD Resources – downloadable books , writing books, iREADY Toolkit</p> <p>Shared Reading Considerations:</p> <ul style="list-style-type: none"> <li>• <i>Brown Bear, Brown Bear</i></li> <li>• <i>The Very Hungry Caterpillar</i></li> </ul>		

- Other texts that are related to the topic or standards

**Units of Writing: Launching Writing Workshop**

In Topic 1 (Bend 1), your aim will be to introduce youngsters to the writing workshop. “You are an author”, you’ll say, and you’ll help youngsters understand how to think up a topic, to draw it, and then to do their best approximation of writing. You’ll also teach youngsters how to go from finishing one piece to starting another and to do this with some independence.

In Topic 2 (Bend 2), children learn that they can reread what they have written, realize they have more to say, then staple on more pages to make a homemade book. Children will plan across the pages of their booklets and will elaborate more. You’ll channel children’s eagerness to fill up all the pages in their books into a willingness to label more of their pictures, to represent more sounds in a word, and to make two-word labels.

In Topic 3 (Bend 3), children will learn that they can also write to capture true stories from their lives. You’ll encourage children to put small episodes of their lives onto the page. Children will learn that to write true stories, writers think about what happened and then draw and write what happened first, then turn the page and tell what happened next and then next.

English Mentor Texts	Spanish Mentor Texts
<p><b>Creak! Said the Bed</b>, Phyllis Root  <b>Freight Train</b>, Donald Crews</p>	<p><b>La Casa Adormecida</b>, Audrey Wood (HMH Books for Young Readers)</p> <p><b>Freight Tren/Tren de Carga</b> (bilingual edition), Donald Crews (Greenwillow Books)</p>

**Math**

Module 1 <https://www.engageny.org/file/109101/download/math-gk-m1-full-module.pdf?token=rs34YOP5>

\*All documents in Spanish at: <https://www.engageny.org/file/133046/download/math-gk-m1-spanish-pdf.zip?token=iJQ7yyIO>

iREADY Toolkit for Spanish and English

**Science**

<http://www.p12.nysed.gov/ciai/mst/sci/documents/p-12-science-learning-standards.pdf>  
<https://www.nextgenscience.org/evidence-statements>

**Social Studies**

<http://pnwboces.org/ssela/Kindergarten/Unit1-Overview.htm>  
<http://www.c3teachers.org/inquiries/identity/>

## Grade K – Unit 2

<b>Grade Level</b>	Kindergarten	
<b>Months</b>	November-December	
<b>Approx. Number of Weeks</b>	Five	
<b>Overarching Unit Title</b>	How Can I Be A Good Citizen	
<p>Readers will focus on retelling emergent story books that they are familiar with. They will work with a partner to share, retell, and discuss characters and main events in their stories. This unit channels students to transfer and apply their knowledge of letters and sounds to labeling items and listing observations. It is designed to teach children that writing is not only a tool for storytelling; it is also a tool for learning about science.</p>		
<b>ELA Standards</b>	<b>Knowledge</b>	<b>Skills</b>
<p><b>Readers Read, Think, and Talk about Emergent Story Books and Familiar Shared Texts</b>  <b>Looking Closely: Observing, Labeling, and Listing Like Scientists</b></p>		
<p><b>RL.K.2:</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>RL.K.3:</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>W.K.2</b> 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.</p>	<ul style="list-style-type: none"> <li>Writers write about things in the world around them.</li> <li>Writers label pictures to say more about a topic or event.</li> <li>Readers can study one page and say the part of the story that goes on that page, and then do that on the next page, the next, the next, so they are almost reading the book.</li> <li>Readers can ask and answer questions about key details and request clarification if something is not understood.</li> <li>Readers can read talk and retell familiar stories including key details with a partner.</li> <li>A cause is why an event happens. An effect is an event that happens because of a cause.</li> </ul>	<ul style="list-style-type: none"> <li>Write their names</li> <li>Judge appropriate responses to scenarios and videos</li> <li>Work with others</li> <li>Make predictions</li> <li>Put together a simple puzzle</li> <li>Draw a conclusion</li> </ul>
<b>Standards for Language Support</b>		
<p><b>SL.K.2-</b> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p><b>L.K.1</b> -Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters.</p>		
<b>Math Standards</b>	<b>Knowledge</b>	<b>Skills</b>
<p><b>Module 4: Number Pairs, Addition and Subtraction to 10</b></p>		
<p><b>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</b>  <b>K.OA.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p>	<ul style="list-style-type: none"> <li>That addition can be thought of as putting together and adding to.</li> <li>That subtraction can be taught of as taking apart and taking form.</li> </ul>	<ul style="list-style-type: none"> <li>Representing adding and subtracting within 5 (direct modeling with objects, a drawing, or fingers).</li> <li>Solving addition and subtraction word problems by using objects or drawings to represent the problem.</li> </ul>

<p>(Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the Standards.)</p> <p><b>K.OA.2</b> Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p>	<ul style="list-style-type: none"> <li>Numbers can be broken apart (decomposed) into pairs in more than one way.</li> <li>Adding as <i>Adding To</i> or <i>Putting Together</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Decomposing numbers into pairs in more than one way.</li> <li>Solving different types of addition and subtraction word problems.</li> <li>Adding and subtracting within 10 using objects or drawing to represent the problem.</li> <li>Fluently adding and subtracting within 5.</li> </ul>
<p><b>Next Gen Science Standards</b> <b>Matter and Its Interactions</b></p>	<p><b>Knowledge</b></p>	<p><b>Skills</b></p>
<p><b>K-PS1-1.</b> Plan and conduct an investigation to test the claim that different kinds of matter exist as either solid or liquid, depending on temperature.</p>	<ul style="list-style-type: none"> <li>Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature.</li> <li>Matter can be described and classified by its observable properties.</li> <li>Emphasis should be on observing and describing similarities and differences between solids and liquids based on their physical properties.</li> <li>Solids and liquids can be compared and categorized (sorted) based on those properties.</li> </ul>	<ul style="list-style-type: none"> <li>Students observe and manipulate changes in matter.</li> <li>Plan and conduct an investigation in collaboration with peers.</li> <li>Analyzing and Interpret Data</li> </ul>
<p><b>Social Studies Standards</b> <b>Unifying Themes:</b></p> <ul style="list-style-type: none"> <li>Individual Development and Cultural Identity</li> <li>Civic Ideals and Practices</li> <li>Geography, Humans and the Environment</li> </ul>	<p><b>Knowledge</b></p>	<p><b>Skills</b></p>
<p><b>K.3</b> Symbols and traditions help develop a shared culture and identity within the United States.</p> <p><b>K.4</b> Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.</p> <p><b>K.5</b> Rules affect children and adults, and people make and change rules for many reasons</p>	<ul style="list-style-type: none"> <li>Children and adults follow rules within the home, school, and community to provide for a safe and orderly environment.</li> <li>Symbols and traditions help develop a shared culture and identity within the United States.</li> </ul>	<ul style="list-style-type: none"> <li>draw and label</li> <li>the difference between cause and effect</li> <li>Identify the role of the individual in classroom participation.</li> <li>Identify and follow rules in the classroom and school.</li> </ul>
<p><b>End of Unit Culminating Assessment</b></p>		
<p><b>What teaching and learning experiences will equip students to demonstrate the targeted understandings?</b></p> <ul style="list-style-type: none"> <li>Creating a list of class rules</li> <li>Creating a class book</li> <li>Drawing visual images/Writing captions for images</li> <li>Completing a project on the American Flag and/or Comparing the American Flag to those of other nations</li> </ul> <p><b>Writing:</b> Students will revise their writing to make it the best it can be and fancy it up for the publishing celebration Students will transfer and apply their knowledge of letters and sounds to labeling items and listing observations.</p>		
<p><b>Resources</b></p>		
<p><b>ELA</b> <b>Literacy Framework:</b> Shared reading; Interactive writing; Independent reading iREAD downloadable resources: decodable books. Writing books iREADY Toolbox <b>Readers Workshop Lessons:</b></p>		

Telling the Story across the Pages • This bend focuses especially on helping emergent readers connect the story across the pages, saying as much as you can for each page. Also, you'll emphasize to them each day as they go off to read that they are practicing not only today's strategy, but also yesterday's and the previous day's so that their knowledge of what readers do accumulates over time.

Sounding Like a Story • This bend focuses on having students move closer to echoing lines of exact language of the text. Students will continue to have time to read and talk about their familiar emergent storybooks.

Inventing Fun Things to do with Books We Know Really Well • Students learn to have beginner conversations about emergent storybooks with reading partners, while inventing creative ways to interact with books and one another. You will teach students that they can invent many different ways to read and reread their books.

**Writers Workshop:**

**Writing If...Then... Looking Closely: Observing, Labeling, and Listing Like Scientists**

In Topic 1 (Bend 1), students will "read the world," collect natural items and create booklets of representational drawings with labels and, possibly, sentences, to capture the details with precision, while referencing nonfiction books when appropriate.

In Topic 2 (Bend 2), student will learn ways to revise. You will teach them that revision helps them elaborate and extend their thinking. Your class will take three or four days to revise several of their most prized pieces of work, moving between recording careful observations and including their own thinking.

In Topic 3 (Bend 3), each student will study one science topic, chosen from several possibilities, and will create books about the chosen topic. Children will spend the week making observations, labeling their diagrams, writing captions, and creating informational books that demonstrate what they have noticed and learned. This bend culminates the strategies that students have already learned. Children will end the unit by publishing books they have written on the shared class science topics or on their own independent topics.

English Mentor Texts	Spanish Mentor Texts
<ul style="list-style-type: none"><li>• <b>Shortcut</b>, Donald Crews</li><li>• <b>A Day with Daddy</b>, Nikki Grimes</li><li>• <b>The Snowy Day</b>, Ezra Jack Keats</li><li>• <b>My First Soccer Game</b>, Alyssa Satin Capucilli</li></ul>	<ul style="list-style-type: none"><li>• <b>¡Cuanto Ruido!</b>, José Campanari (Canal Lector)</li><li>• <b>Un día con papá</b>, Kate Banks (Editorial Juventud)</li><li>• <b>Un día de nieve</b>, Ezra Jack Keats (Puffin Books)</li></ul>

**Math:**

Module 4

<https://www.engageny.org/file/116846/download/math-gk-m4-end-of-module-assessment.pdf?token=AqcR5dnE>

iREADY Toolbox for English and Spanish resources

**Science:**

<http://www.p12.nysed.gov/ciai/mst/sci/documents/p-12-science-learning-standards.pdf>

<https://www.nextgenscience.org/evidence-statements>

**Social Studies:**

<http://pnwboces.org/ssela/Kindergarten/Unit1-Overview.htm>

## Grade K – Unit 3

<b>Grade Level</b>	Kindergarten
<b>Months</b>	November-December
<b>Approx. Number of Weeks</b>	Five
<b>Overarching Unit Title</b>	American

Readers will focus on becoming better at reading by using everything they know about looking at both the pictures and words. Writers will focus on using strategies for making clearer, richer stories and help them strengthen the conventions and mechanics of their writing. The big goal of the unit is to help children put actual words and sentences onto the page. They will continue to work in partnerships, as they did during the first unit, sharing their booklets just as reading workshop partners share their books.

ELA Standards Readers Use Super Powers to Read Everything in the Classroom and Beyond Writing for Readers	Knowledge	Skills
<p><b>RF.K.1:</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>RF.K.3:</b> Know and apply grade level phonics and word analysis skills in decoding words.</p> <p><b>W.K.3:</b> 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.</p>	<ul style="list-style-type: none"> <li>• Readers use strategies like looking over the book, looking closely at the pictures, finding words they know to help them read books they have seen before.</li> <li>• Readers use all of their strategies to help them read books they do not know yet.</li> <li>• Readers can reread, using strategies to make their reading sound good and come to life.</li> <li>• Authors and illustrators tell stories.</li> <li>• It important to re-read writing.</li> <li>• Drawing and writing are important ways to communicate stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Use pictures when reading</li> <li>• Onset/rime</li> <li>• Voice to print match</li> <li>• Return sweep</li> <li>• Identify letters/words</li> <li>• Basic features of print</li> <li>• Know letter sound relationships</li> </ul>

### Standards for Language Support

**L.K.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.K.1.A** Print many upper- and lowercase letters.

**L.K.1.B** Use frequently occurring nouns and verbs.

**L.K.1.C** Form regular plural nouns orally by adding /s/ or/es/ (e.g., dog, dogs; wish, wishes).

**L.K.1.E** Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)

**L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.K.2.A** Capitalize the first word in a sentence and the pronoun I

**L.K.2.B** Recognize and name end punctuation.



**L.K.2.D** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.  
**L.K.5.C** Identify real-life connections between words and their use (e.g., note places at school that are colorful).  
**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.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  
**SL.K.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.  
**SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.

<b>Math Standards</b> <b>Module 2: Two-Dimensional and Three-Dimensional Shapes</b> Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	<b>Knowledge</b>	<b>Skills</b>
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<p><b>K.G.1</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p> <p><b>K.G.2</b> Correctly name shapes regardless of their orientations or overall size.</p> <p><b>K.G.3</b> Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). Analyze, compare, create, and compose shapes.</p> <p><b>K.G.4</b> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p>	<ul style="list-style-type: none"> <li>• Use position words to clearly indicate the location of shapes.</li> <li>• Analyze and define attribute of different 2-D and 3-D shapes.</li> <li>• Use examples, non-examples, and shared attributes of geometric figures in order to develop a richer concept image of each geometric shape.</li> </ul>	<ul style="list-style-type: none"> <li>• Know 2-D and 3-D shapes and their attributes</li> <li>• Know positional words; above, below over, under, top, bottom, etc.</li> </ul>
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<b>Next Gen Science Standards</b> <b>Forces and Motion</b> <b>Forces/Interactive-Pushes &amp; Pull</b>	<b>Knowledge</b>	<b>Skills</b>
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<p><b>K-PS2-1.</b> Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. [Clarification Statement:</p>	<ul style="list-style-type: none"> <li>• Pushes and pulls can have different strengths and directions. Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.</li> </ul>	<ul style="list-style-type: none"> <li>• When objects touch or collide, they push on one another and can change motion</li> <li>• Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other</li> </ul>
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<p><b>K-PS2-2.</b> Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.</p>	<ul style="list-style-type: none"> <li>• Distinguish shapes from among variants.</li> <li>• Increasingly use shape attributes to defend identification of a plane or solid shape.</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects.</li> <li>• Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn</li> </ul>
Social Studies Standards	Knowledge	Skills
<p><b>K.3-</b>Students will compare ways, diverse cultural groups within the community; celebrate holidays</p>	<ul style="list-style-type: none"> <li>• There are many different holidays in America. Patriotic holidays are an important part of teaching children to be good citizens. They provide an understanding of what makes our country unique.</li> <li>• Diverse cultural groups in America also celebrate distinct holidays,</li> </ul>	<ul style="list-style-type: none"> <li>• Similarities and differences</li> <li>• Explain with reasons</li> <li>• Memorize patriotic songs and the pledge</li> </ul>

### End of Unit Culminating Assessment

Students learn the process of taking a single piece of writing to publishing. Students will spend time both editing and revising and will work on creating an ending that introduces a big feeling.

Since this unit focuses on writing for readers, you will want to invite an audience to come read your students' stories. This could be another kindergarten class, a buddy class, or other staff members from the building. Before hosting the celebration, ask students to look at their writing and identify one or more things they learned (and is evident) in their writing. This can be written on a post-it note and adding to their piece. Encourage visitors to also add comments to the students writing. Display the writing and all of the comments on Author's board in the classroom or hall.

### Resources

**ELA**  
 Literacy Framework: Readers workshop, Writers Workshop. Shared Reading, Interactive writing, Independent writing, Literacy protocols  
 iREAD Resources: decodable books ; writing books

#### Readers Workshop lessons:

- Readers Use Super Powers to Read Familiar Books • Students will focus on strategies they may use for reading familiar texts using the pictures and the patterns. You'll teach your children that they have "super powers" for reading books.
- Readers Use Many Super Powers to Read Even the Hardest Words • You will teach students that strong readers always use a combination of strategies, not just one strategy at a time in isolation. Students will cross-check their reading. You will teach students to attend more closely to print by using their understanding of some of the basic features of print.
- Readers Use Super Powers to Read Familiar and Unfamiliar Texts • You will introduce strategies for figuring out unfamiliar texts.
- Readers Reread and Practice Our Super Powers, Reading with Drama and Fluency to Make Our Books Come Alive • This unit will emphasize deeper comprehension, by introducing some strategies for identifying the variety of common types of texts in student's baskets. Students can think and talk about how some pattern books are like stories, while others are more like lists or nonfiction books, and still others are poems or songs. You will teach students engaging ways to read books for automaticity, phrasing, and expression.

#### Writing Workshop (Units of Study)

##### *Writing like a Reader*

- In Topic 1 (Bend 1), you'll challenge your writers not only to tell the true stories of their lives, but to do so through writing that is easy for others to read. As children work, you will address the print on the page and encourage your writers to write words in more conventional ways. The bend ends with a focus on writing in sentences and rereading their work as they write.
- In Topic 2 (Bend 2), begins by teaching children how to use a checklist to reflect on what they have learned so far this year. Sessions are designed specifically to strengthen your students' word-writing skills by spotlighting the use of vowels and sight words. Writers will also use the power of partnerships as they aim to make their writing clearer.

- In Topic 3 (Bend 3), the focus shifts from getting readable words on the page to telling stories more powerfully through the use of revision. This bend will also include working in partnerships to support this work.

English Mentor Texts	Spanish Mentor Texts
<ul style="list-style-type: none"> <li>• <b>Shortcut</b>, Donald Crews</li> <li>• <b>A Day with Daddy</b>, Nikki Grimes</li> <li>• <b>The Snowy Day</b>, Ezra Jack Keats</li> <li>• <b>My First Soccer Game</b>, Alyssa Satin Capucilli</li> </ul>	<ul style="list-style-type: none"> <li>• <b>¡Cuanto Ruido!</b>, José Campanari (Canal Lector)</li> <li>• <b>Un día con papá</b>, Kate Banks (Editorial Juventud)</li> <li>• <b>Un día de nieve</b>, Ezra Jack Keats (Puffin Books)</li> </ul>

#### Math

[www.Engageny.org](http://www.Engageny.org)

<https://www.engageny.org/file/112996/download/math-gk-m2-full-module.pdf?token=F1HhbbwH>

#### iREADY Toolbox for Spanish and English resources

##### Science

<http://www.p12.nysed.gov/ciai/mst/sci/documents/p-12-science-learning-standards.pdf>

<https://www.nextgenscience.org/evidence-statements>

##### Social Studies

<https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>

<http://pnwboces.org/ssela/Kindergarten/Unit2/Lesson5.htm>

# Grade 1 – Year at a Glance

	September  All About Me, School, and My Community	October-November  Our World Brings Us Together	November-December  Our Place in Space	January-February  Dynamic People and Things	February-March  Changes Over Time	March-April  Community of Living Things	May-June  Making Informed Decisions
English	<p>Establish routines.</p> <p>Units of Study: Small Moments: Writing with Focus, Detail, and Dialogue (Book 1)</p> <p>Ask and answer questions about key details in a text.</p> <p>Describe characters, settings, and major events in a story or pieces of information in a text</p> <p>Write narratives, which recount real or imagined experiences or events or a short sequence of events.</p>	<p>Units of Study: Music in Our Hearts (If...Then...Curriculum)</p> <p>Poetry and Songs</p> <p>Identify a main topic or idea in a text and retell important details.</p> <p>Create a poem , dramatization or other response to a text, author, theme or personal experience.</p>	<p>Writing How-to (If...Then curriculum)</p> <p>Identify genres and make connections with self, text and the world</p> <p>Use illustrations and details on literary and informational texts to discuss story elements and/or topics.</p> <p>Write an informative/ explanatory text to introduce a topic, supplying some facts to develop points,</p>	<p>Units of Study: Writing Reviews (Book 3)</p> <p>Write opinion pieces and introduce a topic/name the book they are writing about and supply a reason for the opinion.</p> <p>Identify specific information an author gives that supports ideas in a text</p>	<p>Units of Study: From Scenes to Series: Writing Fiction (Book 4)</p> <p>Write narratives, which recount real or imagined experiences or events or a short sequence of events.</p> <p>Domain 9: Fairy Tales Identify specific words that express feelings and senses.</p> <p>Describe characters , settings and major events in a story, or piece of information in a text</p>	<p>Units of Study: Nonfiction chapter books (Book 2)</p> <p>Write an informative/ explanatory text to introduce a topic, supplying some facts to develop points,</p> <p>Identify examples of how illustrations and details support the point of view or purpose of the text.</p>	<p>Units of Study: Writing Like A scientist (If... Then...Curriculum)</p> <p>Recall relevant from experiences or gather information from provided sources to answer a question.</p> <p>With guidance and support, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>
Math	<p><b>Operations and Algebraic Thinking:</b> Add and subtract within 20.</p>	<p><b>Operations and Algebraic Thinking</b> Add and subtract within 20.</p> <p>Measurement and Data: Tell and write time and money.</p>	<p><b>Operations and Algebraic Thinking:</b> Add and subtract within 20.</p>	<p><b>Measurement and Data:</b> Measure lengths indirectly and by iterating length units.</p>	<p><b>Number &amp; Operations in Base 10:</b> Understand place value</p>	<p><b>Geometry:</b> Reason with shapes and their attributes</p>	<p><b>Number &amp; Base 10:</b> Understand that the two digits of a two-digit number represent amounts of tens and ones.</p>

<p><b>Social Studies</b></p>	<p><b>Family Diversity</b></p> <p>Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.</p> <p>Families have a past and change over time. There are different types of documents that relate family histories.</p>	<p><b>We are Family</b></p> <p>Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.</p>	<p><b>Global Citizenship</b></p> <p>A Citizen is a member of a community or group. Students are citizens of their local and global communities.</p>	<p><b>Americans</b></p> <p>There are significant individuals, historical events, and symbols that are important to American cultural identity.</p> <p>People create governments in order to create peace and establish order.</p>	<p><b>Families Past and Present</b></p> <p>Families have a past and change over time. There are different types of documents that relate family histories.</p> <p>Historical sources reveal information about how life in the past differs from the present</p>	<p><b>Maps and Geography</b></p>	<p><b>Communities</b></p> <p>People and communities depend on and modify their physical environment in order to meet basic needs.</p> <p>People have economic wants and needs, but limited resources with which to obtain them. People make economic choices as producers and consumers of goods and services.</p>
<p><b>Science</b></p>	<p><b>Structure and Function</b></p> <p>Design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs</p>	<p><b>Space Systems: Patterns and Cycles</b></p> <p>Make observations at different times of year to relate the amount of daylight to the time of year.</p>	<p><b>Space Systems: Patterns and Cycles</b></p> <p>Use observations of the Sun, moon, and stars to describe patterns that can be predicted</p>	<p><b>Waves: Light and Sound</b></p> <p>Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.</p>	<p><b>Waves: Light and Sound</b></p> <p>Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.</p> <p>Make observations (firsthand or from media) to construct an evidence-based account that objects can be seen only when illuminated.</p>	<p><b>Structure, Function, and Information Processing Adaptation and Survival</b></p> <p>Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive.</p>	<p><b>Structure, Function, and Information Processing Inheritance and Variation of traits</b></p> <p>Some young animals are similar to, but not exactly, like their parents.</p>
<p><b>Culminating Assessment(s)</b></p>	<p>Create diagram of a human body system and label each body part in the system and present to the class.</p> <p>Small moments writing piece</p>	<p>Personal Narrative: Family traditions including time of year</p> <p>If...Then... writing piece</p>	<p>Moon Journals- chart moon phases for 4 weeks—graph the phases using the data collected.</p> <p>Writing like a scientist writing piece</p>	<p>Design an Infographic. Choose a favorite civilization and explain why with supporting details (use sway and Units of Study)</p>	<p>100th day of School Writing: "100 years from now..."</p> <p>Units of Study writing piece</p>	<p>Expert Project on Habitats Habitat Diorama with written map including symbols, directions, and other map tools including a map key (shoebox habitat) Units of Study writing piece</p>	<p>Opinion: Create scenario where students, grade level, school, etc. are given an allotted amount of money. Students need to choose how they believe money should be spent.</p>

## Reading Foundational Skills K-5

FIRST GRADE		
Standard	English	Spanish
RF.1.1	Demonstrate understanding of the organization and basic features of print.	Demostrar conocimiento de la organización y las características básicas de la escritura.
RF.1.1.A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Reconocer las distintas partes de una oración (la primera palabra, la letra mayúscula, el signo de puntuación).
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Demostrar conocimiento de las palabras, los sonidos y las sílabas.
RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.	Reconocer y leer palabras de dos sílabas.
RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	Contar, pronunciar, unir y separar palabras de dos sílabas.
RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Demostrar conocimiento de la mayoría de las sílabas abiertas (consonante + vocal). Ejemplo: ma, me, me, mi, mo, mu
RF.1.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	Separar, reconocer y pronunciar las letras o sílabas en palabras de dos sílabas.
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Reconocer y aplicar la fonética y analizar las palabras usando la descodificación.
RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs.	Leer palabras de dos sílabas con los dígrafos consonánticos comunes. (bl, cl, fl, gl, pl, br, cr, dr, fr, gr...)
RF.1.3.B	Decode regularly spelled one-syllable words.	Descodificar palabras de dos sílabas.
RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.	
RF.1.3.D	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Usar el conocimiento de que cada sílaba debe tener una vocal para determinar el número de sílabas en una palabra escrita.
RF.1.3.E	Decode two-syllable words following basic patterns by breaking the words into syllables.	Descodificar palabras de dos sílabas abiertas separando las palabras en sílabas.
RF.1.3.F	Read words with inflectional endings.	Descodificar palabras de dos sílabas con inflexiones. (-s, -r, -n) (pones, saber, comen) y leer los diptongos como suenan al hablar (gue, pue)
RF.1.3.G	Recognize and read grade-appropriate irregularly spelled words.	Reconocer y leer palabras apropiadas al grado.
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	Leer con suficiente precisión y fluidez para apoyar la comprensión.
RF.1.4.A	Read grade-level text with purpose and understanding.	Leer libros al nivel del grado con sentido y comprensión.
RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	Leer libros al nivel del grado en voz alta y con fluidez, entonación apropiada y expresión en lecturas sucesivas.
RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Usar el contexto para confirmar o corregirse a si mismo en el reconocimiento y la comprensión de palabras, volviendo a leer cuando sea necesario.

# Grade 1 – Foundational Skills – 1<sup>st</sup> Trimester

Areas of Learning	Essential Understandings (Bold Print =Review)	Instructional Language	NYS Standards	Resources
Early Literacy Concepts	<ul style="list-style-type: none"> <li>• <b>Concepts of written language (i.e.; directionality, spacing, etc.)</b></li> <li>• Understand and talk about the concept of a sentence</li> </ul>	<ul style="list-style-type: none"> <li>• <i>A sentence is a group of words that makes sense</i></li> <li>• <i>A book has information in it</i></li> <li>• <i>A book has a title and author. A book often has pictures.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>1RF1:</b> Demonstrate understanding of the organization and basic features of print</li> <li>• <b>1RF1a:</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul>	<p>iREAD Professional Guide P 236 – 239</p> <p>CKLA Skills</p>
Phonological Awareness	<ul style="list-style-type: none"> <li>• <b>Phonemes: All behaviors of 3 or less</b></li> <li>• Rhyming words: Hear, say, connect, generate</li> <li>• Syllables: hear, say, clap, blend, divide, delete</li> <li>• Onsets and Rimes: Hear, divide, blend</li> <li>• Phonemes: Behaviors for 4 or more</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Hear the rhymes in poems and songs</i></li> <li>• <i>Some words have end parts that sound the same.</i></li> <li>• <i>Hear, say, clap the parts in a word</i></li> <li>• <i>Blend the parts in a word</i></li> <li>• <i>Break a word into parts</i></li> <li>• <i>Hear and say the first and last parts of a word</i></li> <li>• <i>Change the first sound in a word to make a new sound</i></li> <li>• <i>Change the beginning/last sound in a word to make a new word</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>1RF2a:</b> Blend and segment onsets and rhymes of spoken one-syllable words.</li> <li>• <b>1RF2b:</b> Count, blend and segment single syllable words that include consonant blends like claw and trip.</li> <li>• <b>1RF2c:</b> Create new words by manipulating individual sounds (phonemes) in spoken one syllable words.</li> <li>• <b>1RF2d:</b> Manipulate individual sounds (phonemes) in single -syllable spoken words.</li> </ul>	<p><b>Alphabet linking chart</b> iREAD Professional Guide p 162 – 175</p> <p>CKLA Skills</p>
Letter Knowledge	<ul style="list-style-type: none"> <li>• <b>Letter formation</b></li> <li>• Identifying letters: vowels and consonants</li> <li>• Recognize letters in words in continuous text</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Some letters are consonants b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,x,y,z</i></li> <li>• <i>Every word has at least one vowel</i></li> <li>• <i>Find letters in words in sentences</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>1RF1:</b> Demonstrate understanding of the organization and basic features of print.</li> </ul>	<p>iREAD Professional Guide Handwriting p 278 – 281</p> <p>p 176 – 181</p> <p>CKLA Skills</p>
Letter – Sound Relationships	<ul style="list-style-type: none"> <li>• <b>Short vowel sounds</b></li> <li>• Recognize and use ending consonant sounds sometimes represented by doubles</li> <li>• Clusters: Make 1 sound</li> <li>• Blends: each sound heard</li> <li>• Consonant letters that represent two or more sounds</li> <li>• Long vowels: identify sounds and letters, silent e</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Sometimes double consonant letters stand for a consonant sound at the end of a word.</i></li> <li>• <i>A group of two or three consonant letters is a consonant cluster</i></li> <li>• <i>Some words has long a vowel sounds as in lake and paint</i></li> <li>• <i>Some words end in an e that is silent and the other vowel usually has a long sound (sounds like its name)</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>1RF3a:</b> Know the letter-sound correspondences for common blends and consonant digraphs (e.g. sh, ch, th).</li> </ul>	<p>Consonant Cluster linking chart iREAD Professional Guide p 176- 181</p> <p>CKLA Skills</p>

<b>Spelling Patterns</b>	<ul style="list-style-type: none"> <li>Identifying VC patterns</li> <li>Phonograms with VCe</li> <li>Vowel Phonogram Patterns in Single-Syllable words: Short vowel sound in single syllable words</li> </ul>	<ul style="list-style-type: none"> <li><i>Look at the spelling pattern to read a word</i></li> <li><i>Use the spelling pattern to write the word</i></li> <li><i>Make a new word by putting a letter or letter cluster before the pattern</i></li> <li><i>Some words have a short vowel pattern The short vowel sound can be heard</i></li> </ul>	<ul style="list-style-type: none"> <li><b>1RF3b:</b> Decode long vowel sounds in regularly spelled one-syllable words (for example, final –e conventions and common vowel teams).</li> <li><b>1RF3c:</b> Decode regularly spelled one-syllable words. Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound.</li> </ul>	iREAD professional Guide p 184 – 188  CKLA Skills
<b>High Frequency Words</b>	<ul style="list-style-type: none"> <li><b>1,2,3 letter words</b></li> <li>Locate and read high frequency words in continuous text</li> <li>3 or more letter words</li> </ul>	<ul style="list-style-type: none"> <li><i>Read and write high frequency words with two or three letters</i></li> <li><i>Find a word by knowing how it looks</i></li> <li><i>When you know a word you can read it every time you see it</i></li> </ul>	<ul style="list-style-type: none"> <li><b>1RF3e:</b> Read most common high-frequency words by sight.</li> </ul>	iREAD Professional Guide HFW list p 284 – 285  CKLA Skills
<b>Word Meaning Vocabulary</b>	<ul style="list-style-type: none"> <li><b>Recognize and use concept words: e.g., color names, number words, days of the week, months of the year, seasons</b></li> <li>Related words: recognize and talk about the fact that words can be related by sound, spelling, category</li> </ul>	<ul style="list-style-type: none"> <li><i>Seasons happen in the same order each year</i></li> <li><i>Days happen in the same order each week</i></li> <li><i>Find the names of colors</i></li> <li><i>Read and write the names of colors</i></li> <li><i>Some words represent big ideas or items</i></li> <li><i>Find words that relate to the smaller ideas or items related to the big ideas</i></li> </ul>	<ul style="list-style-type: none"> <li><b>1L5a:</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> </ul>	iREAD Professional Guide p 224 -234  CKLA Skills
<b>Word Structure</b>	<ul style="list-style-type: none"> <li><b>Concepts of syllables</b></li> <li>Plural nouns (adding s)</li> <li>Suffixes: ing, ed</li> <li>Common compound words</li> <li>Understand and talk about the concept of a contraction</li> </ul>	<ul style="list-style-type: none"> <li><i>A syllable is a word part you can hear</i></li> <li><i>Some words are made of two smaller words and are called compound words</i></li> <li><i>A contraction is a shortened for of one or more words. A letter or apostrophe takes the place of the missing letters</i></li> <li><i>A suffix is a letter or a group of letters put at the end of a word root or base word to change its meaning</i></li> </ul>	<ul style="list-style-type: none"> <li><b>1RF3b:</b> Decode long vowel sounds in regularly spelled one-syllable words (for example, final –e conventions and common vowel teams).</li> <li><b>1RF3c:</b> Decode regularly spelled one-syllable words. Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound.</li> <li><b>1RF3d:</b> Recognize and identify root words and simple suffixes (e.g. run, runs, walk, walked)</li> </ul>	iREAD Professional Guide p 201 – 214  CKLA Skills



<b>Word Solving Actions</b>	<ul style="list-style-type: none"> <li>• <b>Use initial letter in a name to read and write other words</b></li> <li>• <b>Use rhyming words to help solve unknown words</b></li> <li>• <b>Use known words to read new words</b></li> <li>• Using onset and rime in known words to read and write new words</li> <li>• Identify that words can end with the same sound and letter</li> <li>• Analyze words to solve them</li> <li>• Changing, adding, or removing parts to solve words</li> <li>• Make connections to solve words</li> <li>• Spelling strategies</li> </ul>	<ul style="list-style-type: none"> <li>• <i>A person's name starts with a capital letter. The other letters are lowercase</i></li> <li>• <i>Sometimes a part of a word you know can be found in another word</i></li> <li>• <i>Connect words that end with the same sound and letter</i></li> <li>• <i>Read a word by looking at each letter from left to right and by thinking about each sound in order.</i></li> <li>• <i>Change the first/last/ middle sound or sounds in a word to make another word</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>1RF4b:</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	iREAD Professional Guide p 184 – 203  CKLA Skills
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# Grade 1 – Unit 1

<b>Grade Level</b>	<b>First Grade</b>	
<b>Months</b>	<b>September</b>	
<b>Approx. Number of Weeks</b>	<b>Four</b>	
<b>Overarching Unit Title</b>	<b>All About Me, School, &amp; My Surroundings</b>	
<b>ELA Standards</b> Establishing and Setting Routines in a Readers and writers workshop Writing: Small Moments	<b>Knowledge</b>	<b>Skill</b>
<p><b>RL.1.1</b> Ask and answer questions about key details in a text</p> <p><b>RI.1.2</b> identify the main topic and retell key details in the text</p> <p><b>W.1.3</b> 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.</p>	<ul style="list-style-type: none"> <li>• How can I effectively communicate a story through writing?</li> <li>• How do I use punctuation to help my reader understand my writing?</li> </ul>	<ul style="list-style-type: none"> <li>• Writing is an important way to communicate an idea/story.</li> <li>• Writers use conventions of Standard English to communicate effectively with readers.</li> </ul>
<b>Standards for Language Support</b>		
<p><b>L.1.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>L.1.5.A</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p><b>L.1.5.C</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p><b>L.1.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p><b>SL.1.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.1.1.A</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>SL.1.1.B</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p><b>SL.1.1.C</b> Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p><b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p><b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.1.6</b> Produce complete sentences when appropriate to task and situation.</p>		
<b>Math Standards</b> Add and subtract within 20	<b>Knowledge</b>	<b>Skill</b>
<p><b>1.OA.6</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p>	<ul style="list-style-type: none"> <li>• Represent a number of objects with a numeral</li> <li>• Compare sets of objects (more than, less than, equal to)</li> <li>• One to one correspondence</li> <li>• Equivalence</li> <li>• Using five or ten as a benchmark</li> <li>• Compose/decompose numbers 11 –19</li> <li>• 11-19 are composed of a ten and some ones</li> </ul>	<ul style="list-style-type: none"> <li>• Count to 100 by ones and tens</li> <li>• Count forward beginning from a number other than one</li> <li>• Write numbers through 20</li> <li>• Match objects to number symbols to represent 1-1 correspondence</li> <li>• Group and regroup numbers as ten and some ones</li> </ul>

Next Gen Science Standards	Knowledge	Skills
<p><b>1.LS1.1</b> Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs</p>	<ul style="list-style-type: none"> <li>All organisms have external parts</li> <li>Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek ,find, and take in food water and air.(1.LS1.1a)</li> <li>Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. (1.LS.1.D)</li> </ul>	<ul style="list-style-type: none"> <li>Make observations</li> <li>Classification</li> </ul>
Social Studies Standards Family Diversity	Knowledge	Skills
<p><b>SS.1.7</b> Families have a past and change over time. There are different types of documents that relate family histories.</p>	<ul style="list-style-type: none"> <li>Identify their place in the world and community</li> <li>Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.</li> </ul>	<p>Give details about themselves(all about themselves)</p> <ul style="list-style-type: none"> <li>How Can Families Be the Same and Different?</li> <li>What does my family look like?</li> <li>What do families do?</li> <li>What special things do families do together</li> </ul>

### End of Unit Culminating Assessment

Small Writers are encouraged to write about small moments, with a focus on writing with details, including showing character’s small actions, dialogues, and internal thinking. Children produce lots and lots of Small Moments stories and move with independence through the writing process. Each child selects a piece he or she wants to publish. The students will learn revising and editing strategies to make their writing better. They will also “fancy up” their writing by making a cover page, adding details and color to illustrations

### Resources

#### ELA

Literacy Framework : Readers and Writers workshop  
iREAD resources: decodables, writing books Success books  
iREADY Toolkit

Possible Read Aloud for the Unit

*What Did I Look Like When I was a Baby*, by Jeanne Willis

Other books related to the topic of All About Me, School, and Community

Units of Study : Writing: Small Moments: Writing with Focus, Detail, and Dialogue (Book 1)

English Mentor Texts	Spanish Mentor Texts
<p><b>Night of the Veggie Monster</b>, George McClements</p>	<p><b>Lidia y yo viajamos en avión</b>, Dimiter Inkow (Ediciones SM) <b>La ola/ Wave</b>, Suzy Lee (Chronicle Books)</p>

#### Math:

Module 1

<https://www.engageny.org/file/109001/download/mathg1m1fullmodule.pdf?token=cVAenVDH>

\*All documents in Spanish

<https://www.engageny.org/file/133091/download/mathg1m1spanishpdf.zip?token=Xb1S3mPT>

iREADY Toolkit – English and Spanish

**Science:**

Topic: Animal Traits

[www.nextgenscienceevidencstatement](http://www.nextgenscienceevidencstatement)

**Resources: Websites**

[www.ckla.amplify.com](http://www.ckla.amplify.com) : Domain 8 Animals and Habitats

[www.pbsmedialearning.org](http://www.pbsmedialearning.org)

[www.mysteryscience.com](http://www.mysteryscience.com)

[www.sciencekids.org](http://www.sciencekids.org)

[www.sidthesciencekid.org](http://www.sidthesciencekid.org)

[www.brainpop.com](http://www.brainpop.com)

[www.safari.com](http://www.safari.com)

**Social Studies**

NYS SS Resource Toolkit “Inquiry 1: Family Diversity”

[www.pnwbores.org/ssela](http://www.pnwbores.org/ssela)

First Grade: Unit 2; We Are Family

[www.engageny.org/resource/new-york-state-k-12-social-studies-resource-toolkit](http://www.engageny.org/resource/new-york-state-k-12-social-studies-resource-toolkit)

## Grade 1 – Unit 2

<b>Grade Level</b>	First Grade
<b>Months</b>	October and November
<b>Approx. Number of Weeks</b>	Six
<b>Overarching Unit Title</b>	Our World Brings Us Together

ELA Standards This unit will teach students strategies to understand and figure out words so that they are able to read books that are more challenging. It is the goal for your students to become active problem solvers when reading.	Knowledge	Skills
<p><b>RL.1.2</b> Retell stories, including key details, and demonstrate understanding of the central message or lesson</p> <p><b>RF.1.3</b> Know and apply grade level phonics and word analysis skills in decoding words.</p> <p><b>RF.1.4c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p><b>RL.1.7</b> Use illustrations and details in a story to describe its characters, setting, and events.</p> <p><b>W.1.3</b> 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</p>	<ul style="list-style-type: none"> <li>I can use strategies to understand and figure out tricky words as I read.</li> <li>I can monitor my reading to help me understand what I read.</li> <li>I can work with my partner so we can help each other read better. I can retell the story using first, next, then, after that, and finally.</li> <li>Learn about what a family consists of</li> <li>Recognize that people have different traditions (learn about what traditions are)</li> <li>Beginning, middle, end—BME</li> <li>Learn what writers do—think of an idea—then plan and write</li> <li>Basic letter sound correspondence</li> </ul>	<ul style="list-style-type: none"> <li>Personal narrative- I can write about something I did</li> <li>Writing a complete sentence</li> <li>Identify a tradition</li> <li>Write a narrative with BME</li> <li>I can put the picture from my mind onto the page and add details(I can use labels and words to show details)</li> <li>Usage of phonetic spelling in writing</li> </ul>

Standards for Language Support
<p><b>L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>SL.1</b> Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p><b>SL.1.4</b> Describe people. Places. Things, and events with relevant details, expressing ideas and feelings clearly.</p>

Math Standards Add and Subtract Within 20 Tell and Write Time and Money	Knowledge	Skills
<p><b>1.OA.6</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p> <p><b>1.OA.3 Apply</b> properties of operations as strategies to add and subtract.</p>	<ul style="list-style-type: none"> <li>Counting on or making 10 to solve result unknown problems</li> <li>Counting on or taking ten to solve results unknown problems</li> <li>Solving change or addend unknown problems</li> <li>Decomposition of teen numbers</li> </ul>	<ul style="list-style-type: none"> <li>Read, write and solve word problems involving numbers up to 20</li> <li>Group and regroup numbers as ten and some ones</li> <li>Explain the meaning of the symbols in an addition and subtraction equation</li> <li>Solve addition word problems with three addends for sums up to 20</li> <li>Create different addition equations for the same sum</li> <li>Calculate the missing value in a given equation</li> </ul>

<b>Next Gen Science Standards, Topic, and Resources:</b>	Knowledge	Skill
<b>1-ESS1-2.</b> Make observations at different times of year to relate the amount of daylight to the time of year.	<ul style="list-style-type: none"> <li>• Comparisons of the amount of daylight in winter vs. spring or fall</li> </ul>	<ul style="list-style-type: none"> <li>• Make observations</li> <li>• Take notes</li> <li>• Compare and contrast</li> </ul>
<b>Social Studies Standards</b>	Knowledge	Skills
<b>1.1</b> Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.	<ul style="list-style-type: none"> <li>• Understand that families have customs and traditions</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast</li> <li>• Identify traditions or customs</li> </ul>
<b>End of Unit Culminating Assessment:</b>		
<b>Personal Narrative: Family traditions including time of year</b>		
<b>Resources</b>		
<p><b>ELA</b></p> <p>Literacy Framework: Reading and Writing workshop iREAD downloadable – decodable books, writing books, Success Books</p> <p>Books related to the topic</p> <ul style="list-style-type: none"> <li><i>The Moon Book</i>, by Gail Gibbons</li> <li><i>The Moon Seems to Change</i>, by Franklyn Branley</li> <li><i>Moon Bear’s Shadow</i>, by Frank Ash</li> <li><i>What Makes Day and Night</i>, by Franklyn Branley</li> <li><i>Sunshine Makes the Seasons</i>, by Franklyn Branley</li> <li><i>Day and Night</i>, by Robin Nelson</li> <li><i>Day and Night</i>, by Shira Evans</li> <li>Seasons series: <i>Fall, Spring, Summer Winter, Seasons 123, Seasons ABC</i> by Patricia Whitehouse</li> <li><i>Sun</i>, by Steve Tomecek</li> <li><i>The Sun is My Favorite Star</i>, by Frank Ash</li> <li><i>Sunshine On My Shoulders</i>, by John Denver</li> </ul> <p><b>If...Then...Curriculum: Music in Our Hearts pg. 16-40</b></p> <p><b>Math:</b> <a href="http://www.engageny.org">www.engageny.org</a> Module 2 <a href="https://www.engageny.org/file/113161/download/math-g1-m2-full-module.pdf?token=0hwdZEfp">https://www.engageny.org/file/113161/download/math-g1-m2-full-module.pdf?token=0hwdZEfp</a> *All documents in Spanish at: <a href="https://www.engageny.org/file/133101/download/math-g1-m2-spanish-pdf.zip?token=T1yrlQHt">https://www.engageny.org/file/133101/download/math-g1-m2-spanish-pdf.zip?token=T1yrlQHt</a></p> <p>iREADY Toolkit – Spanish and English</p> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li><a href="http://www.nextgenscience.evidencstatement">www.nextgenscience.evidencstatement</a></li> <li><a href="http://www.mysteryscience.org">www.mysteryscience.org</a> Spinning Sky</li> <li><a href="http://www.brainpop.com">www.brainpop.com</a></li> <li><a href="http://www.safari.com">www.safari.com</a></li> </ul> <p><b>Social Studies</b></p> <p><a href="http://www.pnboces.org">www.pnboces.org</a> – Unit 2 “We are Family”</p>		

## Grade 1 – Unit 3

<b>Grade Level</b>	First Grade	
<b>Months</b>	November – December	
<b>Approx. Number of Weeks</b>	Six	
<b>Overarching Unit Title</b>	Our Place in Space	
<b>ELA Standards</b>		
<p><b>RI.1.3</b> Describe the connection between two individuals, event or pieces of information in a text</p> <p><b>RI.1.10</b> With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><b>W1.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand text structure</li> <li>Make connections between text to self , text to text, and text to world</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Identify main ideas and details from text</li> <li>Summarize text</li> <li>Write in complete sentences</li> <li>take notes</li> </ul>
<b>Standards for Language Support</b>		
<p><b>L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.1.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <p><b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>		
<b>Math Standards</b>		
<p><b>1.OA.6</b> Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., <math>8 + 6 = 8 + 2 + 4 = 10 + 4 = 14</math>); decomposing a number leading to a ten (e.g., <math>13 - 4 = 13 - 3 - 1 = 10 - 1 = 9</math>); using the relationship between addition and subtraction (e.g., knowing that <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>); and creating equivalent but easier or known sums (e.g., adding <math>6 + 7</math> by creating the known equivalent <math>6 + 6 + 1 = 12 + 1 = 13</math>).</p> <p><b>1.OA.2</b> Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Read, write and solve word problems involving numbers up to 20</li> <li>Group and regroup numbers as ten and some ones</li> <li>Explain the meaning of the symbols in an addition and subtraction equation</li> <li>Solve addition word problems with three addends for sums up to 20</li> <li>Create different addition equations for the same sum</li> <li>Calculate the missing value in a given equation</li> </ul>	<p><b>Skill</b></p> <ul style="list-style-type: none"> <li>Read, write and solve word problems involving numbers up to 20</li> <li>Group and regroup numbers as ten and some ones</li> <li>Explain the meaning of the symbols in an addition and subtraction equation</li> <li>Solve addition word problems with three addends for sums up to 2)</li> <li>Create different addition equations for the same sum</li> <li>Calculate the missing value in a given equation</li> </ul>
<b>Next Gen Science</b>		
<b>Space Systems: Patterns and Cycles</b>		
<p><b>1.ESS1-1.</b> Use observations of the Sun, moon, and stars to describe patterns that can be predicted.</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Patterns of the solar system</li> <li>Stars visible during the night</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Patterns</li> <li>Observation skills</li> </ul>
<b>Social Studies Standards</b>		
<b>Global Citizenship</b>		
<p><b>1.3</b> A Citizen is a member of a community or group. Students are citizens of their local and global communities.</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>What does it mean to be a responsible citizen of my classroom?</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Identify similarities and/or differences between him/her and others with detail.</li> </ul>

- How can I be a responsible citizen of my community?
- How can I be a responsible citizen of the world?

- Demonstrate respect for the rights of others in discussions, regardless of whether one agrees with the other viewpoints.

### End of Unit Culminating Assessment:

Moon Journals- chart moon phases for 4 weeks—graph the phases using the data Collected  
Units of Study writing piece - Write like a scientist

### Resources

#### ELA

Literacy Framework : Readers Workshop – Guided Reading, Independent reading, Shared Reading , independent writing  
iREAD downloadable – decodable books, writing books, Success Books

Books related to topic such as:

- *Me and My Place in Space*, by Joan Sweeney
- *Twilight Comes Twice*, by Ralph Fletcher
- *When the Moon is Full: A Lunar Year*, by Penny Pollack
- *The Moon Book*, by Gail Gibbons
- *What Makes Day and Night*, by Franklyn Branley
- *Sunshine Makes the Seasons*, by Franklyn Branley
- *Day and Night*, by Robin Nelson
- *The Sun is My Favorite Star*, by Frank Ash
- *The Three Little Aliens and the Big Bad Robot*, by Margaret Mc Namara

Units of Study for Writing : Writing Like A scientist....If Then...Curriculum

#### Math:

[www.engageny.org](http://www.engageny.org) Module 2

<https://www.engageny.org/file/113161/download/math-g1-m2-full-module.pdf?token=0hwdZEfp>

\*All documents in Spanish at: <https://www.engageny.org/file/133101/download/math-g1-m2-spanish-pdf.zip?token=T1yrIQHT>

iREADY Toolkit – Spanish and English

#### Science

##### Resources:

[www.ckla.amplify.com](http://www.ckla.amplify.com): Domain 6 Astronomy

[www.pebblego.com](http://www.pebblego.com)

[www.nextgenscience.org/evidencstatement](http://www.nextgenscience.org/evidencstatement)

[www.mysteryscience.com](http://www.mysteryscience.com)

[www.sidthesciencekid.org](http://www.sidthesciencekid.org)

#### Social Studies

NYS SS Resource Toolkit “Inquiry 2: Global Citizen”

[www.pnwbores.org/ssela](http://www.pnwbores.org/ssela)

First Grade: Unit 1; Rules and Laws

[ckla.amplify.com](http://ckla.amplify.com): Domain 4: Early World Civilizations



## Grade 2 – Year at a Glance

	Sept	Oct-Nov	Nov-Dec	Jan-Feb	Feb-March	March-April	May-June
	Good Citizenship	Differences and Similarities	My Place in the World	Forces in Motion: Cause & Effect	Stories of Past & Present	Protecting the Environment: What's My Role?	Changes: Then & Now
English	<p>Launching with Small Moments (f ...Then...)</p> <p>Demonstrate understanding of key details and over structure of a story or text.</p> <p>Write narratives and recount a well-elaborated event or a short sequence of events.</p>	<p>Lessons from the Masters: Improving Narrative Craft (Book 1)</p> <p>Learn <i>how</i> to demonstrate understanding of key details in a text.</p> <p>Compare the most important points presented by two texts on the same topic.</p> <p>Write informative texts and use facts and definitions to develop points.</p>	<p>Informational Books: Using Writing to Teach Others All about our Favorite Topics (If...Then)</p> <p>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>Use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>Lab Reports and Science Books (Book 2)</p> <p>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>Write and include details to describe actions, thoughts, and feelings.</p>	<p>Writing about Reading (Book 3)</p> <p>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text</p> <p>Write opinion pieces in which they introduce the topic or book they are writing about</p>	<p>Writing Persuasive Reviews (If...Then...)</p> <p>Identify the main topic of a multipara graph text as well as the focus of specific paragraphs within the text.</p> <p>Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text</p> <p>Participate in shared research and writing projects.</p> <p>D6</p>	<p>Poetry: Big Thoughts in Small Packages (Book 4)</p> <p>Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song</p>
Math	<p><b>Operations and Algebraic Thinking:</b></p> <p>Add and subtract within 20</p>	<p><b>Operations and Algebraic Thinking:</b></p> <p>Use addition and subtraction within 100 to solve one- and two-step word problems</p>	<p><b>Measurement and Data:</b></p> <p>Measure the lengths of objects by selecting and using appropriate tools. Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p>Geometry: Recognize and draw shapes having specified attributes.</p>	<p><b>Number and Operations in Base 10:</b></p> <p>Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; compare two three-digit numbers.</p>	<p><b>Numbers and Operations in Base 10:</b></p> <p>Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction</p> <p>Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph</p>	<p><b>Measurement and Data:</b></p> <p>Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately</p>	<p><b>Operations &amp; Algebraic Thinking:</b></p> <p>Use addition to find the total number of objects arranged in rectangular arrays; write an equation to express the total as a sum of equal addends.</p>
Social Studies	Civic Ideals and Practices	Urban, Suburban, and Rural	Geography of Communities	Community History	Community History	Economic Interdependence	Economic Interdependence

	Active Citizenship	Symbols	Geography, Humans, and Environment	Change and Interdependence in Communities	Change and Interdependence in Communities	Change and Interdependence in Communities	Change and Interdependence in Communities
<b>Science</b>	<p><b>Properties of Matter</b> Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.</p> <p>Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.</p> <p>Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled.</p>	<p><b>Properties of Matter</b> Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.</p>	<p><b>Earth's Systems</b> Develop a model to represent the shapes and kinds of land and bodies of water in an area.</p> <p>Obtain information to identify where water is found on Earth and that it can be solid or liquid.</p>	<p><b>Weathering and Erosion</b></p> <p>Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</p> <p>Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.</p>	<p><b>Interdependent Relationships in Ecosystems</b></p> <p>There are many different kinds of living things in any area, and they exist in different places on land and in water.</p>	<p><b>Interdependent Relationships in Ecosystems</b></p> <p>Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.</p>	<p><b>Cause and Effect of Ecosystems</b></p> <p>Plan and conduct an investigation to determine if plants need sunlight and water to grow.</p>
<b>Culminating Assessment(s)</b>	Units of Study Book 1 Assessment: Personal Narrative	Community Project (brochure, poster, etc.)	Create a map, science book, etc. of a community (showing shapes and kinds of land and water in the area)  Units of Study Book 2 Assessment	"If...then..." writing (rural/urban communities, testing materials and properties, character cause and effect, math word problems)	Would you want to live in the past or present? Why or why not?  If you could choose, which habitat would you live in? Why or why not?  Units of Study Book 3 Assessment	Create a collage that demonstrates a problem and a solution. (S.S – needs and wants, Science – plants and animal's codependence)	End of Year Poem/Story:  Student personal change from September-June  School Community change from September to June  UOS Book 4 Assessment

## Reading Foundational Skills K-5

SECOND GRADE		
Standard	English	Spanish
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Reconocer y aplicar la fonética y analizar las palabras usando la descodificación.
RF.2.3.A	Distinguish long and short vowels when reading regularly spelled one-syllable words.	Distinguir las inflexiones y los sufijos al leer palabras de tres sílabas, incluyendo las sílabas cerradas. (Ejemplo: <b>persigues</b> )
RF.2.3.B	Know spelling-sound correspondences for additional common vowel teams.	Reconocer los diptongos en palabras de tres sílabas. Ejemplo: ( <b>canciones</b> , <b>perseguir</b> )
RF.2.3.C	Decode regularly spelled two-syllable words with long vowels.	Descodificar palabras de tres sílabas incluyendo sílabas cerradas. (Ejemplo: cantamos – <b>can</b> /ta/mos)
RF.2.3.D	Decode words with common prefixes and suffixes.	Descodificar palabras con prefijos y sufijos y leer correctamente las palabras con acento diacrítico. Ejemplo: esta/ <b>está</b> , papa/ <b>papá</b>
RF.2.3.E	Identify words with inconsistent but common spelling-sound correspondences.	Descodificar palabras con más de tres sílabas separando las palabras en sílabas. Ejemplo: (comunicar – co/mu/ni/car)
RF.2.3.F	Recognize and read grade-appropriate irregularly spelled words.	Reconocer y leer palabras con más de tres sílabas apropiadas para el grado con inflexiones (-s, -r, -n) y diptongos ( <b>juntaremos</b> , <b>endeudado</b> ).
RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	Leer con suficiente precisión y fluidez para apoyar la comprensión.
RF.2.4.A	Read grade-level text with purpose and understanding.	Leer libros al nivel del grado con sentido y comprensión.
RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	Leer libros al nivel del grado en voz alta y con fluidez, entonación apropiada y expresión en lecturas sucesivas.
RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Usar el contexto para confirmar o corregirse a si mismo en el reconocimiento y la comprensión de palabras, volviendo a leer cuando sea necesario.

## Grade 2 – Foundational Skills – 1<sup>st</sup> Trimester

Areas of Learning	Essential Understandings Bold Print	Instructional Language	NYS Standards	Resources
Early Literacy Concepts	Taught in Grades PK – 1			
Phonological Awareness	Taught in Grades PK – 1			
Letter Knowledge	Taught in Grades PK – 1			
Letter – Sound Relationships	<ul style="list-style-type: none"> <li><b>CVCs</b></li> <li><b>Double Consonant, Final –ck</b></li> <li><b>Diagraphs ch, sh, th, wh</b></li> <li><b>Ending –s, -es</b></li> <li><b>Past tense endings –ed, -ing</b></li> <li><b>Closed syllables</b></li> <li><b>Consonant –le</b></li> <li>Final –tch ge dge</li> <li>Three letter blends</li> <li>Unstressed closed syllables</li> <li>Prefixes non- un- pre re dis mis</li> <li>VCE open syllables</li> <li>Short vowels final e</li> <li>Suffixes: full, less, y, ly, er, or ,est, ment, ness</li> <li>Endings <i>-ing -ed</i></li> <li>Vowel teams: <i>ea ee ai ay oa ow</i></li> <li>Initial schwa</li> <li>R controlled vowels <i>are, air, ear</i></li> </ul>	<ul style="list-style-type: none"> <li>Sometimes double consonant letters stand for one consonant sound in the middle of a word</li> <li>Some syllables end with a vowel and the vowel sound is usually long</li> <li>Some syllable end with a consonant and the vowel sound is short</li> <li>When the letter r follows a vowel or vowel combination, blend the vowel sound with r</li> </ul>	2RF3a: Distinguish long and short vowels when reading regularly spelled one-syllable words. 2RF3b: Decode short and long v	iREAD Professional Guide  Handwriting p 278 – 281  iREAD Professional Guide p 184 – 203  CKLA Skills
Spelling Patterns	<ul style="list-style-type: none"> <li><b>VC patterns ax, em,on</b></li> <li><b>VCC all ess</b></li> <li><b>VVC eep, ood,</b></li> <li>Consonant clusters</li> <li>VCC words amp imp uck</li> <li>VVC aid ead our</li> <li>Long vowel patterns ute ea ye</li> <li>Double consonant words pebble messy</li> <li>Vowels patterns/single syllable words</li> </ul>	<ul style="list-style-type: none"> <li>Look at the spelling pattern to read a word</li> <li>Sometimes a double vowel sounds like the name of the vowel</li> <li>Sometimes a vowel combinations sounds like the name of the first vowel</li> </ul>	Standard 2L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns</li> </ul>	iREAD Professional Guide p 184 – 203 CKLA Skills

			<p>when writing words (e.g., cage → badge; boy → boil).</p> <ul style="list-style-type: none"> <li>• Use commas in dates and to separate single words in a series. → Use commas in greetings and closings of letters.</li> <li>• Use an apostrophe to form contractions and frequently occurring possessives. • Consult reference materials as needed to check and correct spellings.</li> </ul>	
<b>High Frequency Words</b>	<ul style="list-style-type: none"> <li>• <b>Read and write approximately 100 words</b></li> <li>• <b>Two or more syllables</b></li> <li>• Read and write approximately 200 words</li> </ul>	<ul style="list-style-type: none"> <li>• Read and write high frequency words quickly</li> <li>• Some words have more than one syllable</li> <li>• Words that appear often help you read and write</li> </ul>	2RF3c: Read all common high-frequency words by sight.	iREAD Professional Guide 216 – 223 CKLA Skills
<b>Word Meaning Vocabulary</b>	<ul style="list-style-type: none"> <li>• <b>Compound words</b></li> <li>• Homophones blue/blew</li> <li>• Homographs -Content, present</li> <li>• Recognize and use words with multiple meanings cover, credit</li> <li>• Compound with common parts</li> </ul> <p>)</p>	<ul style="list-style-type: none"> <li>• Some words sound the same but have different spellings and meanings</li> <li>• Some words are spelled the same but have different meanings and origins. Sometimes they are pronounced differently.</li> <li>• Some smaller words appear in many compound words</li> </ul>	2L4d: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). 2L4e: Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases.	iREAD Professional Guide p 224 – 235 CKLA Skills
<b>Word Structure</b>	<ul style="list-style-type: none"> <li>• <b>Identify syllable</b></li> <li>• <b>Compound words</b></li> <li>• <b>Plurals with y ending boys, chimneys , holidays</b></li> <li>• <b>Possessives</b></li> <li>• <b>Suffixes</b></li> <li>• <b>Subject verb agreement</b></li> <li>• <b>Abbreviations</b></li> <li>• Syllables with double consonants</li> <li>• High frequency compound words anybody everyday somehow</li> <li>• Contractions with have</li> <li>• Suffixes</li> <li>• Subject verb agreement with –es e.g. <i>They miss she misses</i></li> </ul>	<ul style="list-style-type: none"> <li>• The word parts in a compound word often give hints about the meaning of the compound word</li> <li>• Some frequently used words often appear in compound words</li> <li>• Possess means “have or own” A person, place or thing can possess something</li> <li>• Use the basic rules to spell words correctly when adding suffixes</li> <li>• Some contractions are made with have. Leave out the letters ha and out an apostrophe in place of those missing letters</li> <li>• Sometimes add –es to the end of a verb to make it sound right in a sentence</li> </ul>	<p>2RF3c: Decode regularly spelled two-syllable words.</p> <p>2RF3d: Recognize and identify root words and common prefixes (e.g. re, reread, un, undo, hop, hopping)</p> <p>. 2L5a: Identify real-life connections between words and their use</p>	iREAD Professional Guide p 204 – 215  CKLA Skills
<b>Word Solving Actions</b>	<ul style="list-style-type: none"> <li>• <b>Change middle sound to make a new word</b></li> <li>• <b>Onset and rime - chaining</b></li> </ul>	<ul style="list-style-type: none"> <li>• Hear and see the patterns of sounds and letters in a word to spell the word</li> </ul>	2RF3a: Distinguish long and short vowels when reading regularly spelled one-syllable words.	

	<ul style="list-style-type: none"> <li>• <b>Adding a letter to the beginning and end of a word</b></li> <li>• <b>Inflectional ending –e.g. sit sits jumping jump</b></li> <li>• <b>Use alphabetical order to locate information about words in a variety of reference tools</b></li> <li>• Consonant clusters and diagraphs: In thin</li> <li>• Use sound and letter sequence to help spell a word</li> <li>• Use a spelling routine to help spell a word</li> </ul>	<ul style="list-style-type: none"> <li>• One routine for spelling words is Look, Say, Cover, Write, Check</li> <li>• Another routine is Choose, Write, Build, Mix, Fix, Mix</li> <li>• Use a Buddy check to help spell words</li> <li>• A group of two or three words consonant letters is a consonant cluster</li> </ul>	<p>2RF3b: Decode short and long vowel sounds in two-syllable words (for example, peanut, sailboat, sunshine, and invite).</p> <p>2RF3c: Decode regularly spelled two-syllable words.</p> <p>2RF3d: Recognize and identify root words and common prefixes (e.g. re, reread, un, undo, hop, hopping)</p>	
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## Grade 2 – Unit 1

<b>Grade Level</b>	Second Grade	
<b>Months</b>	September	
<b>Approx. Number of Weeks</b>	Four	
<b>Overarching Unit Title</b>	Good Citizenship	
<b>ELA Standards</b>		
<b>All About Me</b>	<b>Knowledge</b>	<b>Skills</b>
<p><b>RL.2.3</b> Describe how characters in a story respond to major events and challenges.</p> <p><b>RL.2.5</b> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p><b>RL.2.7</b> Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><b>W.2.3</b> 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.</p>	<ul style="list-style-type: none"> <li>• Story elements: character, setting, problem, solution writing in narrative form (beginning middle end)</li> <li>• Information can be gained from illustrations and words in a print or digital form</li> <li>• Understand how characters respond or react to events and challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the moral or lesson in a story</li> <li>• Ask and answer questions: literature</li> <li>• Identify and describe overall structure of text</li> <li>• Sentence structure</li> <li>• Describe how illustrations/text features support the text</li> </ul>
<b>Standards for Language Support</b>		
<p><b>L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.2.1.D</b> Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p><b>L.2.1.F</b> 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).</p> <p><b>L.2.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.2.2.D</b> Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p><b>L.2.4</b> 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.</p> <p><b>L.2.4.D</b> Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p><b>SL.2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.2.1.A</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>SL.2.1.B</b> Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p><b>SL.2.1.C</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL.2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>SL.2.5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>		
<b>Math Standards</b>		
<b>Sums and Differences to 100</b>	<b>Knowledge</b>	<b>Skill</b>
<p><b>2.OA.1</b> Use addition and subtraction within 100 to solve one and two step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in</p>	<ul style="list-style-type: none"> <li>• Sums and differences of 20</li> <li>• Solving one and two step word problems</li> </ul>	<ul style="list-style-type: none"> <li>• Subtracting single digit numbers from both multiples of ten (e.g., 40-9)</li> <li>• Subtracting single digit numbers from any two digit number within 100 (e.g., 41-9)</li> <li>• Add one digit to two digit numbers through 100</li> </ul>

<p>all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p><b>2.OA.2</b> Fluently add and subtract within 20 using mental strategies.</p>		<ul style="list-style-type: none"> <li>• Draw visual representations of addition and subtraction word problems within 100</li> <li>• Show and explain related addition and subtraction facts</li> <li>• Create a word problem that matches a given equation</li> <li>• Add/subtract fluently within 20</li> </ul>
<p><b>Next Gen Science Standards</b></p>	<p><b>Knowledge</b></p>	<p><b>Skills</b></p>
<p><b>2.PS1.1</b> Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties</p> <p><b>2.PS1.2</b> Analyze data obtained from testing different material to determine which materials have the properties that are best suited for an intended purpose</p> <p><b>2.PS1.3</b> Make observations to construct an evidence –based account of how an object made of a small set of pieces can be disassembled and made into a new object</p>	<ul style="list-style-type: none"> <li>• Properties of matter (ex; solids, liquids, gases)</li> </ul>	<ul style="list-style-type: none"> <li>• Classify</li> <li>• Analyze data</li> <li>• Make observations</li> </ul>
<p><b>Social Studies C3 Standards</b></p>	<p><b>Knowledge</b></p>	<p><b>Skills</b></p>
<p><b>2.3</b> The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.</p> <p><b>2.3a</b> The United States is founded on the democratic principles of equality, fairness, and respect for authority and rules.</p>	<ul style="list-style-type: none"> <li>• Students will explore democratic principles, such as dignity for all, equality, fairness, and respect for authority and rules, and how those principles are applied to their community.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints</li> <li>• Identify the role of the individual in classroom, school, and local community participation.</li> </ul>
<p><b>End of Unit Culminating Assessment</b></p>		
<p>Personal Narrative: students will write a narrative that describes a small moment in time.</p>		
<p><b>Resources</b></p>		
<p><b>ELA:</b></p> <p>Literacy Framework – writing workshop and reading workshop  Units of Writing Launching with Small Memories (If...Then)  iREAD Resources: decodable books, writing books, Success Books  iREADY Toolkit  CKLA Listening &amp; Learning Domain 1: Fairy Tales and Tall Tales  Big Books related to the Topic for Shared reading  Any other books that lend to the topic</p> <p><b>Math:</b></p> <p><b>Module 1 Sums and Difference to 100</b>  <a href="https://www.engageny.org/file/109001/download/math-g1-m1-full-module.pdf?token=cVAenVDH">https://www.engageny.org/file/109001/download/math-g1-m1-full-module.pdf?token=cVAenVDH</a>  <i>*All documents in Spanish at: <a href="https://www.engageny.org/file/133091/download/math-g1-m1-spanish-pdf.zip?token=Xb1S3mPT">https://www.engageny.org/file/133091/download/math-g1-m1-spanish-pdf.zip?token=Xb1S3mPT</a></i></p> <p>iREADY Toolkit English and Spanish</p> <p><b>Science Resources:</b>  <a href="http://www.pebblego.com">www.pebblego.com</a>  <a href="http://www.nextgenscience.org/evidencstatement">www.nextgenscience.org/evidencstatement</a>  <a href="http://www.mysteryscience.com">www.mysteryscience.com</a>  <a href="http://www.sidthesciencekid.org">www.sidthesciencekid.org</a></p> <p><b>Social Studies Resources:</b>  <a href="https://www.engageny.org/resource/new-york-state-k-12-social-studies-resource-toolkit-kindergarten-grade-4">https://www.engageny.org/resource/new-york-state-k-12-social-studies-resource-toolkit-kindergarten-grade-4</a></p>		



## Grade 2 – Unit 2

<b>Grade Level</b>	Second Grade	
<b>Months</b>	October-November	
<b>Approx. Number of Weeks</b>	Six	
<b>Overarching Unit Title</b>	Differences and Similarities	
<b>ELA Standards</b>	<b>Knowledge</b>	<b>Skills</b>
<p><b>RI.2.1</b> Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>W.2.2</b> write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement</p>	<ul style="list-style-type: none"> <li>Types of genre</li> <li>Text to self, text to text, text to world connection</li> </ul>	<ul style="list-style-type: none"> <li>Identify main idea and detail: informational</li> <li>Identify genres</li> <li>Make connections between self, text, and world</li> <li>Construct an argument with evidence</li> </ul>
<b>Standards for Language Support</b>		
<p><b>L.2.4</b> 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.</p> <p><b>L.2.4.B</b> Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p><b>L.2.4.C</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p><b>L.2.5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>L.2.5.A</b> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p><b>L.2.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p><b>SL.2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.2.1.A</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>SL.2.1.B</b> Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p><b>SL.2.1.C</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL.2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>SL.2.5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>		
<b>Math Standards</b>	<b>Knowledge</b>	<b>Skills</b>
<p><b>2.OA.1</b> Use addition and subtraction within 100 to solve one and two step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<ul style="list-style-type: none"> <li>Odd and even numbers</li> <li>Solving one step and two step word problems</li> <li>Sums and differences to 20</li> </ul>	<ul style="list-style-type: none"> <li>Determine odd and even numbers</li> <li>Solve one step word problems using addition and subtractions</li> <li>Subtracting single-digit numbers from both multiples of ten (e.g., 40 – 9)</li> <li>Subtracting single-digit numbers from any two-digit number within 100 (e.g., 41 – 9)</li> <li>Add one-digit to two-digit numbers through 100</li> </ul>

		<ul style="list-style-type: none"> <li>• Draw visual representations of addition and subtraction word problems within 100</li> <li>• Show and explain related addition and subtraction facts</li> <li>• Create a word problem that matches a given equation</li> <li>• Add/subtract fluently within 20</li> </ul>
<b>Next Gen Science Standards</b>	<b>Knowledge</b>	<b>Skills</b>
<b>2.PS1-4</b> Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	<ul style="list-style-type: none"> <li>• Heating and cooling causes changes</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions: Informational</li> <li>• Informative writing using introduction, facts, and a conclusion</li> </ul>
<b>Social Studies</b>	<b>Knowledge</b>	<b>Skills</b>
<p><b>2.1</b> A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.</p> <p><b>2.3</b> The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.</p>	<ul style="list-style-type: none"> <li>• Similarities and differences between people and communities</li> <li>• Characteristics of rural, urban, and suburban communities</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast</li> </ul>
<b>Culminating Project</b>		
Community Project (brochure, poster, etc.) End of unit writing assessment		
<b>Resources</b>		
<b>Resources:</b>		
<b>ELA</b>		
Units of study: <i>Lessons from the Masters: Narrative Craft</i> (Book 1)		
<b>English Mentor Texts</b>	<b>Spanish Mentor Texts</b>	
<ul style="list-style-type: none"> <li>• <b>Owl Moon</b>, Jane Yolen</li> <li>• <b>The Leaving Morning</b>, Angela Johnson</li> </ul>	<ul style="list-style-type: none"> <li>• <b>La primera luna llena de Gatita</b>, Kevin Henkes (Harper Collins Español)</li> <li>• <b>La mañana de la despedida</b>, Angela Johnson (Scholastic)</li> <li>• <b>Tomas y la señora de la biblioteca</b>, Pat Mora (Dragonfly Books)</li> </ul>	
Literacy Framework; Shared Reading, Guided Reading, and Independent writing <a href="https://www.engageny.org/resource/grade-2-english-language-arts-listening-and-learning-strand">https://www.engageny.org/resource/grade-2-english-language-arts-listening-and-learning-strand</a>		
iREAD Resources: decodable books, writing books, Success Books iREADY Toolkit		
<b>Math</b>		
Module 1 <a href="https://www.engageny.org/file/109186/download/math-g2-m1-full-module.pdf?token=OPEJrMqm">https://www.engageny.org/file/109186/download/math-g2-m1-full-module.pdf?token=OPEJrMqm</a> <i>*All documents in Spanish at: <a href="https://www.engageny.org/file/133126/download/math-g2-m1-spanish-pdf.zip?token=zx9kQamF">https://www.engageny.org/file/133126/download/math-g2-m1-spanish-pdf.zip?token=zx9kQamF</a></i>		
iREADY Toolkit English and Spanish		

**Science:**

<http://www.p12.nysed.gov/ciai/mst/sci/documents/p-12-science-learning-standards.pdf>

<https://www.nextgenscience.org/evidence-statements>

**Social Studies**

<https://www.engageny.org/resource/new-york-state-k-12-social-studies-resource-toolkit-kindergarten-grade-4>

Urban, Suburban, and Rural

Symbols

<http://www.pnwbores.org/ssela/SecondGrade/Unit2-Overview.htm>

Rural, Urban, Suburban

CKLA Listening and Learning Domains

- Domain 2: Early Asian Civilizations
- Domain 11: Immigration

## Grade 2 – Unit 3

<b>Grade Level</b>	Second Grade	
<b>Months</b>	November-December	
<b>Approx. Number of Weeks</b>	Six	
<b>Overarching Unit Title</b>	My Place in the World	
<b>ELA Standards</b>		
<b>RI.2.6</b> Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<b>Knowledge</b>	<b>Skills</b>
<p><b>W.2.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<ul style="list-style-type: none"> <li>• Point of view</li> <li>• Author’s purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Identify point of view</li> <li>• Identify how illustrations support point of view</li> <li>•</li> </ul>
<b>Standards for Language Support</b>		
<p><b>L.2.4</b> 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.</p> <p><b>L.2.4.B</b> Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p><b>L.2.4.C</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p><b>L.2.5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>L.2.5.A</b> Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p><b>L.2.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p> <p><b>SL.2.1</b> Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p><b>SL.2.1.A</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>SL.2.1.B</b> Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <p><b>SL.2.1.C</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>SL.2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p><b>SL.2.4</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p><b>SL.2.5</b> Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>SL.2.6</b> Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>		
<b>Math Standards</b>		
<b>2.MD.1</b> Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	<b>Knowledge</b>	<b>Skills</b>
<p><b>2.MD.2</b> Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.</p> <p><b>2.MD.3</b> Estimate lengths using units of inches, feet, centimeters, and meters.</p> <p><b>2.MD.4</b> Measure to determine how much longer</p>	<ul style="list-style-type: none"> <li>• Units of measure; metric and standard</li> <li>• Triangle, quadrilateral, pentagon, hexagon, cube</li> <li>• Halves, thirds, fourths</li> </ul>	<ul style="list-style-type: none"> <li>• Measure the length of an object</li> <li>• Comparing lengths</li> <li>• Recognize and draw shapes with angles and faces</li> <li>• Partition into equal shares</li> </ul>

<p>one object is than another, expressing the length difference in terms of a standard length unit.</p> <p><b>2.G.A.1</b> Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.<sup>1</sup> Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.</p> <p><b>2.G.A.2</b> Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.</p> <p><b>2.G.A.3</b> Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape</p>		
<p><b>Next Gen Science Standards</b></p> <p><b>2.ESS2.2</b> Develop a model to represent the shapes and kinds of land and bodies of water in the area.</p> <p><b>2.ESS2.3</b> Obtain information to identify where water is found on Earth and that it can be solid or liquid</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Physical features and natural resources of urban, rural, and suburban communities</li> <li>Human effects on physical environment</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Ask questions in shared research</li> <li>Cause and effect</li> <li>Participate in shared research</li> <li>Develop a model</li> </ul>
<p><b>SS Standards</b></p> <p><b>2.5</b> Geography and natural resources shape where and how urban, suburban and rural communities develop and how they sustain themselves.</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Physical features and natural resources affects human decisions</li> <li>Land forms</li> <li>Bodies of water</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Read a map/globe using symbols and legends</li> </ul>
<p><b>End of Unit Culminating Assessment:</b></p>		
<p>Create a map of a community (showing shapes and kinds of land and water in the area)</p>		
<p><b>Resources</b></p>		
<p><b>ELA:</b> Units of Study: Information Books: Using Writing to Teach Others All about Our Favorite Topics (If...Then) Literacy Framework: Reader and Writer Workshop iREAD Resources: decodables, writing books, Success Books iREADY Toolkit Books that are related to the topic</p> <p><b>Math</b> Module 2 <a href="http://www.corestandards.org/Math/Content/2/G/">http://www.corestandards.org/Math/Content/2/G/</a> Module 2 activity sheets <a href="https://www.engageny.org/file/113221/download/math-g2-m2-full-module.pdf?token=w7IrWo6M">https://www.engageny.org/file/113221/download/math-g2-m2-full-module.pdf?token=w7IrWo6M</a></p> <p><i>*All documents in Spanish at: <a href="https://www.engageny.org/file/133136/download/math-g2-m2-spanish-pdf.zip?token=VZgj36T">https://www.engageny.org/file/133136/download/math-g2-m2-spanish-pdf.zip?token=VZgj36T</a></i> iReady Toolkit English and Spanish</p> <p><b>Science</b> <a href="http://www.p12.nysed.gov/ciai/mst/sci/documents/p-12-science-learning-standards.pdf">http://www.p12.nysed.gov/ciai/mst/sci/documents/p-12-science-learning-standards.pdf</a> <a href="https://www.nextgenscience.org/evidence-statements">https://www.nextgenscience.org/evidence-statements</a></p>		

**Social Studies**

<https://www.engageny.org/resource/new-york-state-k-12-social-studies-resource-toolkit-kindergarten-grade-4>

Geography, Humans, and Environment

<http://www.pnwbooces.org/ssela/SecondGrade/Unit3-Overview.htm>

Geography of Communities

CKLA Listening & Learning Domains

Domain 9: Westward Expansion

## Grade 3 – Year at a Glance

Please see full scope and sequence for more information

	Sept-Oct <b>Unit 1: Communities Around the World</b>	Oct-Nov <b>Unit 2: Knowledge is Power</b>	Nov-Dec <b>Unit 3: Changes</b>	Jan-Feb <b>Unit 4: Cycles</b>	Mar-April <b>Unit 5: Children and Stories</b>	May-June <b>Unit 6: Understanding Our World</b>
English	<p>Units of Study: Crafting True Stories (Book 1)</p> <p>Setting Routines and Expectations</p> <p>Becoming a Close Reader/Building a Reading Life</p>	<p>Units of Study: Changing the World: Persuasive Speeches, Petitions, and Editorials (Book 3)</p> <p>Reading to Learn</p> <p>Grasping Main ideas and text structures</p>	<p>Units of Study: The Art of Informational Writing (Book 2)</p> <p>Reading Informational and Literary Texts to Study the World</p>	<p>Units of Study: Literary Essay (If...then...)</p> <p>Story Elements</p>	<p>Units of Study: Once Upon a Time: Adapting and Writing Fairy Tales (Book 4)</p> <p>Fairytales, Folklore, and Fantasy</p>	<p>Units of Study: Revision (If...Then...)</p> <p>Mysteries</p>
Math	<p><b>Operations and Algebraic Thinking:</b> Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10 (Module 1)</p>	<p><b>Measurement and Data:</b> Place Value and Problem Solving with Units of Measure (Module 2)</p>	<p><b>Operations and Algebraic Thinking:</b> Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10 (Module 3)</p>	<p><b>Measurement and Data / Number and Operations:</b> Multiplication and Area (Module 4)</p> <p>Fractions as numbers on the number line (Module 5)</p>	<p><b>Measurement and Data / Number and Operations:</b> Fractions as Numbers on the number line (Module 5)</p> <p>Collecting and Displaying Data (Module 6)</p>	<p><b>Geometry:</b> Geometry and Measurement Word Problems (Module 7)</p>
Social Studies	<p><b>Geography</b> Geographic regions have unifying characteristics and can be studied using a variety of tools.</p>	<p><b>Globalization</b> Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced?</p>	<p><b>Cultural Diversity/Traditions</b> Communities share cultural similarities and differences across the world. Communities from around the world interact with other people and communities and exchange cultural ideas and practices.</p>	<p><b>Leadership and Government</b> The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.</p>	<p><b>Global Trade Children’s Rights</b> Each community or culture has a unique history, including heroic figures, traditions, and holidays. Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced?</p>	<p><b>Local History</b> Communities share cultural similarities and differences across the world.</p>
Science	<p><b>Review of Measurement Skills</b> Measure and estimate liquid volumes and masses of objects using standard units of grams</p>	<p><b>Weather and Climate</b> Describe typical weather conditions during a particular season</p>	<p><b>Forces and Interactions</b> Make observations of an object’s motion to prove that a pattern can be used to predict future motion</p>	<p><b>Interdependent Relationships and Ecosystems</b> In a particular habitat some organisms can survive well, some</p>	<p><b>Inheritance</b> Trails can be influenced by the environment</p>	<p><b>Engineering and Design</b> Define a simple design problem reflecting a need or want including</p>

	<p>(g), kilograms (kg), and liters (l). Add, subtract, multiply or divide to solve one-step word problems involving masses or volumes that are given in the same units</p>			<p>less well, and some cannot survive at all.</p>		<p>criteria for success and constraints.</p>
<p><b>Culminating Assessment(s):</b></p>	<p>Sequencing a Journey</p>	<p>Jigsaw Presentation</p>	<p>Research and Present a Famous Person from another culture</p>	<p>Research and Compare/Contrast</p>	<p>Create a storybook using children as characters</p>	<p>Design or replicate a local historical landmark</p>



## Reading Foundational Skills K-5

THIRD GRADE		
Standard	English	Spanish
RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Reconocer y aplicar la fonética y analizar las palabras usando la descodificación.
RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.	Identificar y saber el significado de la mayoría de los prefijos y sufijos. (Ejemplo: mal-, des- dis-, pre-, con-, -ado, -ido, -ando, -iendo...)
RF.3.3.B	Decode words with common Latin suffixes.	Descodificar palabras con más de tres sílabas con prefijos y sufijos. Ejemplo: ( <b>deshidratado, caminando</b> )
RF.3.3.C	Decode multi-syllable words.	Descodificar palabras con más de tres sílabas. (Ejemplo: constitución – cons/ti/tu/ción, extremadamente – ex/tre/ma/da/men/te)
RF.3.3.D	Read grade-appropriate irregularly spelled words.	Leer palabras apropiadas para el grado correctamente (incluyendo el acento diacrítico).
RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	Leer con suficiente precisión y fluidez para apoyar la comprensión.
RF.3.4.A	Read grade-level text with purpose and understanding.	Leer libros al nivel del grado con sentido y comprensión.
RF.3.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Leer libros al nivel del grado en voz alta y con fluidez, entonación apropiada y expresión en lecturas sucesivas.
RF.3.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Usar el contexto para confirmar o corregirse a si mismo en el reconocimiento y la comprensión de palabras, volviendo a leer cuando sea necesario.

## Grade 3 – Unit 1

<b>Grade Level</b>	Third Grade
<b>Months</b>	September – October
<b>Approx. Number of Weeks</b>	Six
<b>Overarching Unit Title</b>	Communities Around the World

ELA Standards	Knowledge	Skills
<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>W.3.3</b> Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences</p> <p><b>W.3.5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<ul style="list-style-type: none"> <li>• Setting routines and expectations</li> <li>• Becoming close reader</li> <li>• Understand key details in a text</li> </ul>	<ul style="list-style-type: none"> <li>• Annotate texts</li> <li>• Ask and answer questions to demonstrate understanding of text</li> <li>• Compare and contrast important points and key details presented in two texts on the same topic</li> <li>• Identify point of view for supporting reasons</li> <li>• Conduct short research projects</li> </ul>

Standards for Language Support
<p><b>L.3.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.3.4</b> 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.</p> <p><b>L.3.6</b> Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p> <p><b>SL.3.1.A</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><b>SL.3.1.B</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b>SL.3.1.D</b> Explain their own ideas and understanding in light of the discussion.</p> <p><b>SL.3.5</b> Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p><b>SL.3.6</b> Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>

Math Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10		
<p><b>3.OA.7</b> -Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40 \div 5 = 8</math>) or</p>	<ul style="list-style-type: none"> <li>• Differentiate between size of groups and number of groups</li> </ul>	<ul style="list-style-type: none"> <li>• Using repeated addition to find the total from a number of equal groups</li> <li>• Using skip counting rows as multiplication</li> </ul>

<p>properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p>	<ul style="list-style-type: none"> <li>• Define and apply the commutative, associate &amp; distributive properties</li> <li>• Skip counting strategies</li> <li>• Model relationships between factors</li> <li>• Solve multi-step word problems using four operations</li> </ul>	<ul style="list-style-type: none"> <li>• Using tape diagrams to represent multiplication and division</li> <li>• Using arithmetic patterns to add or subtract groups from known products</li> <li>• Fluently multiply &amp; divide within 100</li> <li>• Translate word form to numeric form</li> <li>• List/state factors of a given product</li> <li>• Evaluate truth value of a product for a given factor</li> <li>• Choose appropriate operation based on context clues in text</li> </ul>
<p><b>Next Gen Science Standards</b> <b>**Math Review of Measurement Skills</b></p>	<p><b>Knowledge</b></p>	<p><b>Skills</b></p>
<p><b>3.MD.A.2</b>-Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (3-PS2-1)</p>	<ul style="list-style-type: none"> <li>• Units of measurement</li> </ul>	<ul style="list-style-type: none"> <li>• Measure and estimate standard units of measurement</li> </ul>
<p><b>Social Studies Standards</b> <b>Geography</b></p>	<p><b>Knowledge</b></p>	<p><b>Skills</b></p>
<p><b>3.1</b> Geographic regions have unifying characteristics and can be studied using a variety of tools.</p> <p><b>*Please ensure that a civilization from one continent is addressed. (NOTE: A civilization from each continent must be discussed prior to the conclusion of third grade.) See optional "Country Case Study Graphic Organizer".</b></p>	<ul style="list-style-type: none"> <li>• Identify continents and oceans on globes and maps, locate world communities in relation to oceans and continents, examine a variety of maps and compare geographic information found in photographs and satellite images of world communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and analyze different geographic tools</li> </ul>
<p><b>End of Unit Culminating Assessment</b></p>		
<p><b>Map Quest activity (optional)</b> For this activity, students will write clues in order to get to the next clue to ultimately find a hidden object in the school/on school grounds. For each clue, the teacher will provide the students with a map of the school and assign students to write clues in pairs.</p> <p><b>Culminating Assessment:</b> Tell the sequence of what your journey would be like going through the different geographical areas.</p> <ul style="list-style-type: none"> <li>• Students receive a map designated with points A and B. The map must include a legend, at least three geographical features, and two parts marked A and B.</li> <li>• Students will measure (in miles) using the map scale from Point A to Point B, using multiplication to determine distance.</li> <li>• Students write a narrative (essay) telling how they will get from point A to point B.</li> </ul>		
<p><b>Resources</b></p>		
<p><b>ELA:</b> Literacy Framework: Setting Routines and Expectations EngageNY Module 1 Unit 1 Becoming a Close Reader/Building a Reading Life (select lessons that are appropriate) iREADY Toolkit Writing Units of Study Book 1 "Crafting True Stories"</p>		
<p><b>English Mentor Texts</b></p>	<p>Spanish Mentor Texts</p>	
<p><b>Come On, Rain!</b>, Karen Hesse</p>	<ul style="list-style-type: none"> <li>• <b>Superabuelo</b>, David M. Schwartz (Tortuga Press)</li> </ul>	

- **Family Pictures/Cuadros de Familia**, Carmen Lomas Gaza (Children's Book Press)
- **In My Family/En mi familia**, Carmen Lomas Gaza (Children's Book Press)
- **My Diary from Here to There, Mi diario de aqui hasta alla**, Amada Irma Perez (Children's Book Press)
- **Me llamo María Isabel**, Alma Flor Ada (Atheneum Books for Young Readers)

<https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-english-language-arts-and-literacy>

**Math:**

**Module 1** <https://www.engageny.org/resource/grade-3-mathematics-module-1>

*\*All documents in Spanish at:* <https://www.engageny.org/file/149556/download/math-g3-m1-spanish-pdf.zip?token=qmXzFyH5>

iREADY Toolkit English and Spanish

**New York State P-12 Common Core Learning Standards for Mathematics:**

<https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-mathematics>

**Science**

**New York State P-12 Science Learning Standards:**

<http://www.p12.nysed.gov/ciai/mst/sci/documents/p-12-science-learning-standards.pdf>

**Social Studies**

**C3 Teachers: College Career and Civic Life:**

[http://www.c3teachers.org/wp-content/uploads/2015/09/NewYork\\_3\\_Geography.pdf](http://www.c3teachers.org/wp-content/uploads/2015/09/NewYork_3_Geography.pdf)

**Putnam/Northern Westchester BOCES (Please see building administrator for access)**

[http://pnwboces.org/ssela/ThirdGrade/Unit1\\_Overview.html](http://pnwboces.org/ssela/ThirdGrade/Unit1_Overview.html)

<http://www.p12.nysed.gov/ciai/socst/documents/ss-framework-k-8a2.pdf>

## Grade 3 – Unit 2

<b>Grade Level</b>	Third Grade	
<b>Months</b>	October – November	
<b>Approx. Number of Weeks</b>	Four to Six	
<b>Overarching Unit Title</b>	Knowledge is Power	
<b>ELA Standards</b>		
<b>Knowledge</b>	<b>Skills</b>	
<p><b>RI.3.2</b> Determine the main ideas of the text; recount the key details and explain how they support the main idea</p> <p><b>W. 3.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<ul style="list-style-type: none"> <li>Use books and other reliable media to gather information</li> <li>Setting Routines and expectations</li> </ul>	<ul style="list-style-type: none"> <li>Obtain information</li> <li>Evaluate Information</li> <li>Communicate Information</li> </ul>
<b>Language Standards</b>		
<p><b>SL3.4</b> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><b>L.3.4</b> 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.</p> <p><b>L.3.4.A</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>L.3.4.B</b> 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).</p> <p><b>L.3.4.C</b> Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p><b>L.3.4.D</b> Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p><b>L.3.5.A</b> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p><b>L.3.5.B</b> Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p>		
<b>Math</b>		
<b>Place Value and Problem Solving with Units of Measure</b>	<b>Knowledge</b>	<b>Skills</b>
<p><b>3.MD.1</b> Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p> <p><b>3.MD.2</b> Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.</p>	<ul style="list-style-type: none"> <li>Relationship between place value and conversion</li> <li>Relationship between metric units and place value charts</li> <li>Composition and decomposition of units</li> </ul>	<ul style="list-style-type: none"> <li>Work with mixed units</li> <li>Decomposing and converting from larger to smaller units</li> <li>Order units of measurement within a given system</li> <li>Construct diagrams to show conversion in measurement</li> </ul>
<b>Next Gen Science : Weather and Climates</b>		
<b>Knowledge</b>	<b>Skills</b>	
<p><b>3-ESS2-1.</b> Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</p>	<ul style="list-style-type: none"> <li>Variations in climates within different regions of the world</li> <li>Combine obtained information to provide evidence about the climate pattern in a region that can be used to make predictions about typical weather conditions in that region</li> </ul>	<ul style="list-style-type: none"> <li>Describe climates in different regions of the world</li> <li>Climate could be used to predict typical weather conditions.</li> <li>Climate can vary over years in different regions of the world</li> </ul>
<b>Social Studies Globalization</b>		
<b>Knowledge</b>	<b>Skills</b>	
<p><b>3.10</b> Each community develops an economic system that addresses three questions: what will be produced, how it will be produced, and who will get what is produced.</p>	<ul style="list-style-type: none"> <li>Economic systems</li> <li>What is a product</li> <li>Resources</li> </ul>	<ul style="list-style-type: none"> <li>Describe economic system</li> </ul>

**\*Please ensure that a civilization from one continent is addressed. (NOTE: A civilization from each continent must be discussed prior to the conclusion of third grade.) See optional "Country Case Study Graphic Organizer".**

### End of Unit Culminating Assessment

#### End of Unit Culminating Assessment:

Jigsaw presentation to describe how one's peers to visit a region of the world based on its weather, products, and geographical characteristics

### Resources

#### ELA

EngageNY Module 2 Unit 1 ( use lessons that are appropriate)

iREADY Toolkit

Other texts that are related to the topic and appropriate for the grade level

Literacy Framework: Research / Inquiry Book Clubs , writing workshop,

Changing the World: Persuasive Speeches, Petitions, and Editorials (Book 3)

<https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-english-language-arts-and-literacy>

#### Math:

Module 2/EngageNY : <https://www.engageny.org/resource/grade-3-mathematics-module-2>

<https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-mathematics>

*\*All documents in Spanish at: <https://www.engageny.org/file/149556/download/math-g3-m1-spanish-pdf.zip?token=qmXzFyH5>*

iREADY Toolkit English & Spanish

#### Science:

<http://www.p12.nysed.gov/ciai/mst/sci/documents/p-12-science-learning-standards.pdf>

<https://www.nextgenscience.org/evidence-statements>

#### Social Studies

C3 Teachers: College Career and Civic Life:

<http://www.c3teachers.org/inquiries/globalization/>

Putnam/Northern Westchester BOCES (Please see building administrator for access)

[http://pnwboces.org/ssela/ThirdGrade/Unit1\\_Overview.html](http://pnwboces.org/ssela/ThirdGrade/Unit1_Overview.html)

NYS Social Studies Standards:

<http://www.p12.nysed.gov/ciai/socst/documents/ss-framework-k-8a2.pdf>

## Grade 3 – Unit 3

<b>Grade Level</b>	Third Grade
<b>Months</b>	November – December
<b>Approx. Number of Weeks</b>	Four to Six
<b>Overarching Unit Title</b>	Changes

ELA Standards	Knowledge	Skills
<p><b>RI.3.</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.3.1.</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.3.3.</b> 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.</p> <p><b>W.3.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.3.7</b> Conduct short research projects that build knowledge about a topic</p>	<ul style="list-style-type: none"> <li>• Understanding that text s have relationships within them</li> <li>• Character change over time</li> <li>• Informational text have structures depending on the information and author’s purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Questions to deepen my understanding of informational text.</li> <li>• Answer questions using specific details from informational text.</li> <li>• Describe how events, ideas, or concepts in an informational text are related.</li> <li>• Describe steps in a procedure, in the order they should happen.</li> <li>• Determine the main idea of an informational text.</li> <li>• Retell key ideas from an informational text</li> </ul>

Language Standards
<p><b>SL.3.3</b> Ask and Answer questions about information from a speaker, offering appropriate elaboration and detail</p> <p><b>SL.3.2.</b> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>L.3.5.A</b> Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p><b>L.3.5.B</b> Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p><b>L.3.1.D</b> Form and use regular and irregular verbs.</p> <p><b>L.3.1.E</b> Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p><b>L.3.1.F</b> Ensure subject-verb and pronoun-antecedent agreement.</p>

Math	Knowledge	Skills
<p>Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10 (Module 3)</p> <p><b>3.OA.5</b> Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) Examples: If <math>6 \times 4 = 24</math> is known, then <math>4 \times 6 = 24</math> is also known. (Commutative property of multiplication.) <math>3 \times 5 \times 2</math> can be found by <math>3 \times 5 = 15</math>, then <math>15 \times 2 = 30</math>, or by <math>5 \times 2 = 10</math>, then <math>3 \times 10 = 30</math>. (Associative property of multiplication.) Knowing that <math>8 \times 5 = 40</math> and <math>8 \times 2 = 16</math>, one can find <math>8 \times 7</math> as 8</p>	<ul style="list-style-type: none"> <li>• Understand arithmetic patterns</li> <li>• Skip counting strategies</li> <li>• Distributive property strategies and its application in multiplication and division problems</li> </ul>	<ul style="list-style-type: none"> <li>• Factors from all units between 0 and 10</li> <li>• Factors of multiples of 10 up to 100</li> <li>• Applying the commutative property to numbers</li> <li>• Applying the associate property to numbers</li> <li>• Solve two step word problems using multiplication and division</li> </ul>

<p><math>\times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56</math>. (Distributive property.)</p> <p><b>3.OA.8</b> Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order, i.e., Order of Operations.)</p>		
<p><b>Next Gen Science</b></p>	<p><b>Knowledge</b></p>	<p><b>Skills</b></p>
<p><b>3.PS2.3</b> Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other</p>	<ul style="list-style-type: none"> <li>• Students ask questions that arise from observations of two objects not in contact with each other interacting through electric or magnetic forces, the answers to which would clarify the cause-and effect relationships between:</li> <li>• The sizes of the forces on the two interacting objects due to the distance between the two objects.</li> <li>• The relative orientation of two magnets and whether the force between the magnets is attractive or repulsive.</li> <li>• The presence of a magnet and the force the magnet exerts on other objects.</li> <li>• Electrically charged objects and an electric force.</li> <li>• Students' questions can be investigated within the scope of the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Address phenomena of the natural world</li> <li>• Identify the scientific nature of the question</li> </ul>
<p><b>Social Studies Standards Cultural Diversity/Traditions</b></p>	<p><b>Knowledge</b></p>	<p><b>Skills</b></p>
<p><b>3.4a</b> People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.</p> <p><b>3.4b</b> Arts, music, dance, and literature develop through a community's history.</p> <p><b>3.5</b> Communities share cultural similarities and differences across the world.</p> <p><b>3.5a</b> The structure and activities of families and schools share similarities and differences across world communities.</p> <p><b>3.5b</b> Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.</p>	<ul style="list-style-type: none"> <li>• Students will compare and contrast the structure and activities of families and schools in each selected community with their own</li> <li>• Students will examine legends, folktales, oral histories, biographies, and historical narratives to learn about the important individuals and events of each selected world community.</li> <li>• Students will examine symbols of each selected world community.</li> <li>• Students will examine each selected world community in terms of its members, languages spoken, customs and traditions, and religious beliefs and practices.</li> <li>• Students will learn about the holidays and festivals celebrated in each selected world community and compare them to the holidays and festivals celebrated in their own community.</li> <li>• Students will explore the arts, music, dance, and literature of each selected world community.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast</li> <li>• Examine and take notes</li> <li>• Identify important information</li> </ul>



**End of Unit Culminating Assessment:**

Research and Present a Famous Person from another culture

**Resources****ELA**

EngageNY Module 2 Unit 1 ( use lessons that are appropriate)  
 iREADY Toolkit  
 Other texts that are related to the topic and appropriate for the grade level  
 Literacy Framework: Research / Inquiry Book Clubs , writing workshop,  
 Units of Writing: The Art of Informational Writing (Book 2)

<b>English Mentor Texts</b>	Spanish Mentor Texts
<b>Deadliest Animals</b> , Melissa Stewart	<b>Cambios del estado del tiempo: las tormentas</b> , Bobbie Kalman (Crabtree Publishing Company)

<https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-english-language-arts-and-literacy>

**Math:** Module 3 (use lessons that are appropriate)

Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10

<https://www.engageny.org/resource/grade-3-mathematics-module-3>

*\*All documents in Spanish at:* <https://www.engageny.org/file/133186/download/math-g3-m3-spanish-pdf.zip?token=2a3m8Ryy>

<https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-mathematics>

iREADY Toolkit English & Spanish

**Science:**

<http://www.p12.nysed.gov/ciai/mst/sci/documents/p-12-science-learning-standards.pdf>

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**Social Studies**

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NYS Social Studies Standards:

<http://www.p12.nysed.gov/ciai/socst/documents/ss-framework-k-8a2.pdf>

## Grade 4 – Year at a Glance

	Sept-Oct Looking Closely at the Beginning	Oct-Nov Native Americans and the Environment	Nov-Dec The Start of the New World	Jan-Feb The Voice of Change	Feb-March	March-April Choosing Sides	May-June Building the Dream
English	<p>Read closely to determine what the text says explicitly and to make logical inferences.</p> <p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p>	<p>Units of Study:</p> <p>Boxes and Bullets: Personal and Persuasive Essays (Book 2)</p> <p>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.</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>Units of Study:</p> <p>The Arc of the Story: Writing Realistic Fiction (Book 1)</p> <p>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>Describe a character, setting, or event in story or drama, drawing on specific details in the text.</p> <p>Write narratives on real or imagined experiences</p>	<p>Units of Study:</p> <p>The Literary Essay: Writing about Fiction (Book 4)</p> <p>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>Describe 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).</p>	<p>Refer to details and examples in a text</p> <p>Compare and contrast point of view from which different stories are narrated.</p> <p>Write narratives to develop read or imagined experience.</p>	<p>Refer to details and examples in a text.</p> <p>Compare and contrast point of view from which different stories are narrated.</p>	<p>Units of Study: Bringing History to Life (Book 3)</p> <p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.</p>
Math	<p><b>Numbers and Operations in Base Ten:</b> Generalize place value understanding for multidigit whole numbers</p>	<p><b>Operations and Algebraic Thinking:</b> Use the four operations with whole numbers to solve problems</p>	<p><b>Operations and Algebraic Thinking:</b> Gain familiarity with factors and multiples</p>	<p><b>Geometry:</b> Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</p>	<p><b>Number and Operations - Fractions:</b> Extend understanding of fraction equivalence and ordering.</p>	<p><b>Number and Operations - Fractions:</b> Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p>	<p><b>Number and Operations – Fractions:</b> Understand decimal notation for fractions, and compare decimal fractions.</p>

<b>Social Studies</b>	<b>Identify and study a region in New York State</b>  Use location terms and geographic location	<b>Study Native American groups</b> How Native American Indians interacted with the environment and developed unique cultures	<b>Colonial and Rev Period in NY</b> European exploration led to the colonization of the region that became NYS	<b>Conflict in English and Colonies</b>  Identify multiple perspectives from a historical point of view or event	<b>Demonstrate respect for the rights of others</b>	<b>Recognize arguments and identify evidence</b>	<b>Understanding the past</b>  by using and analyzing primary and secondary sources
<b>Science</b>	<b>Waves and Information</b> Analyze and interpret data from maps to describe patterns of Earth's features	<b>Structure Function and Information Processing</b> Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction	<b>Earth's Systems</b> Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in landscape over time	<b>Earth's Systems</b> The effects of weathering or the rate of erosion by water, ice, wind, or vegetation.  Describe patterns of Earth's feature	<b>Energy</b> The energy released from food was once energy from the sun.  Food provides animals with the materials they need for growth and motion	<b>Interdependence relationships in Ecosystems.</b> (Energy) Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat the plant.	<b>Integrated Science Standards: Performance Labs, Lab Safety</b>
<b>Culminating Assessment</b>	There will be a menu of assessments to choose from. Example: map of NY and geographical features, write on informational piece on land forms/waterways.  AND  Please refer to the UOS end of unit task	There will be a menu of assessments to choose from. Example: wampum belts, write an informational text on Native Americans and the natural resources they use, create and build longhouses/wigwams.  AND  Please refer to the UOS end of unit task	There will be a menu of assessments to choose from. Example: character study, Help Wanted Ad, journal entry ...	There will be a menu of assessments to choose from. Examples: Write an essay from the perspective of a Patriot or Loyalist  AND  Please refer to the UOS end of unit task	There will be a menu of assessments to choose from. Ex: Students select a specific time in history to create a narrative as if they lived during that time.	There will be a menu of assessments to choose from: (example) Choose a side and create a trifold defending a position in the Civil War Read a picture book, such as, <u>Henry's Freedom Box</u> and write about the author's purpose  AND  Please refer to the UOS end of unit task	Write a letter to Susan B. Anthony  AND  Please refer to the UOS end of unit task

## Reading Foundational Skills K-5

FOURTH GRADE		
Standard	English	Spanish
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Reconocer y aplicar la fonética y analizar las palabras usando la descodificación.
RF.4.3.A	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Combinar y usar el conocimiento de todas las estrategias: <ul style="list-style-type: none"> <li>• la correspondencia de letras y sus sonidos</li> <li>• los patrones de las sílabas (dígrafos, inflexiones, diptongos)</li> <li>• la morfología (raíces, prefijos, sufijos)</li> </ul> ...para leer palabras con más de tres sílabas con precisión dentro y fuera del contexto.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	Leer con suficiente precisión y fluidez para apoyar la comprensión.
RF.4.4.A	Read grade-level text with purpose and understanding.	Leer libros al nivel del grado con sentido y comprensión.
RF.4.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Leer poesías y prosas apropiadas para el nivel del grado en voz alta y con fluidez, entonación apropiada y expresión en lecturas sucesivas.
RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Usar el contexto para confirmar o corregirse a si mismo en el reconocimiento y la comprensión de palabras, volviendo a leer cuando sea necesario.

## Grade 4 – Unit 1

<b>Grade Level</b>	Fourth Grade
<b>Months</b>	September
<b>Approx. Number of Weeks</b>	Three
<b>Overarching Unit Title</b>	Looking Closely at the Beginning – Unit 1

ELA Standard	Knowledge	Skills
<p><b>RI.4.1:</b> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.4.2:</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>W.4.2:</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<ul style="list-style-type: none"> <li>• Genres and their structures</li> <li>• Terms/ vocabulary: inference, explicit, text-based evidence, infer, supporting details, main idea, close reading, annotate, explanatory text</li> <li>• Transitional words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Use text based evidence when responding to text</li> <li>• Draw inferences</li> <li>• Identify different types of genres (informational text vs. literary text)</li> <li>• Identify supporting details in informational text</li> <li>• Annotate text</li> <li>• Determine the main idea of a text</li> <li>• Group related information into paragraphs and sections</li> <li>• Develop a topic (w/ facts, definition...)</li> <li>• Use linking and transition words in writing</li> </ul>

### Standards for Language Support

- L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- SL.4.1.A** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.4.1.B** Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.4.1.C** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4.1.D** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Math	Knowledge	Skills
<p><b>4.NBT.1-4</b> Generalize place value understanding for multi-digit whole numbers.</p> <p><b>4.NBT.A.1:</b> Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that <math>700 \div 70 = 10</math> by applying concepts of place value and division.</i></p> <p><b>4.NBT.A.2:</b> Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-</p>	<ul style="list-style-type: none"> <li>• Terms/vocabulary: place value, place value chart, multi-digit number, standard form, expanded form, word form, unit form, ten times as many, greater than, less than, equal to, round, estimate, reasonableness, digit, standard algorithm</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize, read, and write multi-digit whole numbers</li> <li>• Differentiate between different forms of a number (standard form, word form, expanded form, unit form)</li> <li>• Round multi-digit numbers whole numbers to and place value (up to millions)</li> </ul>

digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons. <b>4.NBT.A.3:</b> Use place value understanding to round multi-digit whole numbers to any place. <b>4.NBT.B.4:</b> Fluently add and subtract multi-digit whole numbers using the standard algorithm.		<ul style="list-style-type: none"> <li>Add and subtract multi-digit whole numbers using the standard algorithm</li> </ul>
<b>Next Gen Science :</b> <b>Earth's Systems- Processes that Shape the Earth</b>	<b>Knowledge</b>	<b>Skills</b>
<b>4-ESS-2-2:</b> Analyze and interpret data from maps to describe patterns of Earth's features	<ul style="list-style-type: none"> <li>Topographic maps of Earth's land and ocean forms</li> <li>Terms/Vocabulary: landforms, earthquakes, mountain ranges, continental boundaries</li> <li>Cause and effect relationships</li> <li>Patterns</li> </ul>	<ul style="list-style-type: none"> <li>Identify landforms on a topographical map</li> <li>Describe volcanic activity</li> <li>Recognize landforms</li> </ul>
<b>Social Studies: Geography of NYS</b>	<b>Knowledge</b>	<b>Skills</b>
<b>4.1:</b> New York State has a diverse geography. Various maps can be used to represent and examine the geography of New York State. <b>4.1a:</b> Physical and thematic maps can be used to explore New York State's diverse geography	<ul style="list-style-type: none"> <li>Location of New York State in relation to other states</li> <li>Physical geographic features of New York State and New York City</li> <li>Terms/Vocabulary: Major bodies of water in and near New York State (Atlantic Ocean, Hudson River...) mountain ranges, border, major cities, landform, plateau, bay, source, coast, geography, tributary, glacier, transportation, climate, plain, valley, source</li> </ul>	<ul style="list-style-type: none"> <li>Locate and describe the location of New York State</li> <li>Recognize, use, and analyze maps and other artifacts to understand Social Studies concepts</li> </ul>
<b>End of Unit Culminating Assessment</b>		
There will be a menu of assessments to choose from. Example: map of NY and geographical features, write on informational piece on land forms/waterways.		
<b>Resources</b>		
<b>ELA</b>		
Engage NY – Module 1 Unit 1 Becoming a Close Reader and Writing to Learn – ( use lessons that are appropriate ) Literacy Framework - close reading protocol; analyzing text; getting the GIST Units of Writing – Pre assessment for Opinion writing iREADY Toolkit		
<b>Math:</b> Module 1 <a href="https://www.engageny.org/file/110541/download/math-g4-m1-full-module.pdf?token=JoP4oWmf">https://www.engageny.org/file/110541/download/math-g4-m1-full-module.pdf?token=JoP4oWmf</a>  <a href="https://www.engageny.org/file/112476/download/math-g4-m1-mid-module-assessment.pdf?token=simwKxZY">https://www.engageny.org/file/112476/download/math-g4-m1-mid-module-assessment.pdf?token=simwKxZY</a>		
<b>*All documents in Spanish at:</b> <a href="https://www.engageny.org/file/133216/download/math-g4-m1-spanish-pdf.zip?token=yXGYutW6">https://www.engageny.org/file/133216/download/math-g4-m1-spanish-pdf.zip?token=yXGYutW6</a> iREADY Toolkit English & Spanish		
<b>Science:</b> <a href="https://www.nextgenscience.org/sites/default/files/5%20combined%20DCI%20standards%206.13.13.pdf">https://www.nextgenscience.org/sites/default/files/5%20combined%20DCI%20standards%206.13.13.pdf</a> <a href="https://www.nextgenscience.org/evidence-statements">https://www.nextgenscience.org/evidence-statements</a>		
<b>Social Studies:</b> <a href="http://www.c3teachers.org">www.c3teachers.org</a> <a href="http://pnwboces.org/ssela/index.htm">http://pnwboces.org/ssela/index.htm</a>		

## Grade 4 – Unit 2

<b>Grade Level</b>	<b>Fourth Grade</b>
<b>Months</b>	<b>October – Mid-November</b>
<b>Approx. Number of Weeks</b>	<b>Six</b>
<b>Overarching Unit Title</b>	<b>Native Americans and the Environment</b>

ELA Standards	Knowledge	Skills
<p><b>RI.4.3:</b> 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.</p> <p><b>RI.4.2:</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>RI.4.8:</b> Explain how claims in a text are supported by relevant reasons and evidence.</p> <p><b>W.4.1:</b> Write opinion pieces on topics or texts supporting a point of view with reasons and information.</p>	<ul style="list-style-type: none"> <li>Terms/ vocabulary: inference, explicit, text-based evidence, infer, supporting details, main idea, close reading, annotate, explanatory text</li> </ul>	<ul style="list-style-type: none"> <li>Explain events, ideas, or concepts in a historical text, including what happened and why, based on specific information in the text.</li> <li>Determine main idea of the text.</li> <li>Use text based evidence when responding to text</li> <li>Draw inferences</li> <li>Identify different types of genres (informational text vs. literary text)</li> <li>Identify supporting details in informational text</li> <li>Annotate text</li> <li>Determine the main idea of a text</li> <li>Group related information into paragraphs and sections</li> </ul>

### Standards for Language Support

- L.4.4** 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.
- L.4.1.A** Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- L.4.1.B** Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- L.4.1.C** Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- L.4.1.D** Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- L.4.1.E** Form and use prepositional phrases
- L.4.1.F** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- L.4.1.G** Correctly use frequently confused words (e.g., to, too, two; there, their).
- SL.4.1.A** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- SL.4.1.B** Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.4.1.C** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- SL.4.1.D** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

<b>Math: Operations and Algebraic Thinking</b>	<b>Knowledge</b>	<b>Skills</b>
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<p><b>4.OA.1-</b> Interpret a multiplication equation as a comparison, e.g., interpret <math>35 = 5 \times 7</math> as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.</p> <p><b>4.OA.2:</b> Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p><b>4.OA.3:</b> Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>	<ul style="list-style-type: none"> <li>• Terms/Vocabulary: terms, properties of multiplication, product, equation, quotient, reasonableness, quantity, word problems, multi-digit, factors, multiples</li> <li>• Basic facts: addition, subtraction, multiplication, division</li> </ul>	<ul style="list-style-type: none"> <li>• Multiply two- digit by two digit numbers</li> <li>• Use various strategies to solve word multi-step word problems</li> <li>• Understand and interpret multiplication equations</li> <li>• Interpret division word problems with remainders</li> <li>• Estimate answers in word problems</li> <li>• Assess the reasonableness of word problems</li> </ul>
<p><b>Next Gen Science Standards</b></p>	<p><b>Knowledge</b></p>	<p><b>Skills</b></p>
<p><b>4-LS.1-1:</b> Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction</p>	<ul style="list-style-type: none"> <li>• Terms/Vocabulary: internal and external structures, growth, reproduction, parts of the plant (stem, petal, roots, flower...), functions, behaviors, parts of animals (heart, lungs, stomach...)</li> <li>• Cause and effect</li> </ul>	<ul style="list-style-type: none"> <li>• Labeling</li> <li>• Summarizing functions of plants/ parts of animals...</li> <li>• Identify structures of a plant</li> </ul>
<p><b>Social Studies</b></p>	<p><b>Knowledge</b></p>	<p><b>Skills</b></p>
<p><b>4.2</b> Native American groups, chiefly the Iroquois (Haudenosaunee) and Algonquian-speaking groups, inhabited the region that became New York. Native American Indians interacted with the environment and developed unique cultures.</p> <p><b>4.2b</b> Native American groups developed specific patterns of organization and governance to manage their societies.</p> <p><b>4.2c</b> Each Native American group developed a unique way of life with a shared set of customs, beliefs, and values.</p>	<ul style="list-style-type: none"> <li>• Native American groups (Haudenosaunee) in New York State</li> <li>• Natural resources and how they impacted Native Americans (basic needs, clothing, shelter...)</li> <li>• Where Native Americans were located in New York State</li> <li>• Compare and Contrast</li> <li>• Terms/Vocabulary: Iroquois, Algonquin, customs, resources, beliefs, sources, Haudenosaunee, longhouse, wampum, trading, tribes, natural resources</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the 5 Nation's</li> <li>• Locate where Native Americans lived on a map of New York State</li> <li>• List natural resources and their uses that are found in New York State</li> <li>• Recognize the customs, beliefs, and values of Native American groups</li> <li>• Compare and contrast groups of Native Americans</li> </ul>
<p><b>End of Unit Culminating Assessment</b></p>		
<p>There will be a menu of assessments to choose from. Example: wampum belts, write an informational text on Native Americans and the natural resources they use, create and build longhouses/wigwams.</p>		
<p><b>Resources</b></p>		
<p><b>ELA</b></p> <ul style="list-style-type: none"> <li>• Engage NY – Module 1 Unit 2 &amp; 3 Building the Power of Reading</li> <li>• Units of Writing: Boxes and Bullets: Personal and Persuasive Essays (Book 2)</li> <li>• Literacy Framework: Writing Workshop</li> <li>• iREADY Toolkit</li> </ul> <p><b>Math: Module 2</b></p>		



<https://www.engageny.org/file/113391/download/math-g4-m2-full-module.pdf?token=E5ob8M8f>

*\*All documents in Spanish at: <https://www.engageny.org/file/133226/download/math-g4-m2-spanish-pdf.zip?token=p2G-oat->*

iREADY Toolkit English & Spanish

**Science:**

<https://www.nextgenscience.org/sites/default/files/5%20combined%20DCI%20standards%206.13.13.pdf>

<https://www.nextgenscience.org/evidence-statements>

**Social Studies:**

[www.c3teachers.org](http://www.c3teachers.org)

<http://pnwboces.org/ssela/index.htm>

## Grade 4 – Unit 3

<b>Grade Level</b>	Fourth Grade
<b>Months</b>	Mid-November – December
<b>Approx. Number of Weeks</b>	Six
<b>Overarching Unit Title</b>	The Start of the New World

ELA Standards	Knowledge	Skills
<p><b>RL.4.2</b> Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p><b>RL.4.3</b> Describe in depth a character, setting, or event in story or drama, drawing on specific details in the text.</p> <p><b>W.4.3</b> Write narratives on real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<ul style="list-style-type: none"> <li>Vocabulary/terms: theme, setting, summarize, characterization, dialogue, main idea, dialogue</li> <li>Identify points of view</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish setting</li> <li>Use action and dialogue to understand characters</li> <li>Compare and contrast characters</li> <li>Use descriptive details in writing about characters</li> <li>Compare and contrast</li> <li>Paragraph structure</li> <li>Write narratives using descriptive language</li> </ul>

Standards for Language Support
<p><b>L.4.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.4.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.4.4</b> 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.</p> <p><b>L.4.6</b> 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 (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p> <p><b>SL.4.1.A</b> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><b>SL.4.1.B</b> Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><b>SL.4.1.C</b> Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p><b>SL.4.1.D</b> Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>

Math: Operations and Algebraic Thinking	Knowledge	Skills
<p><b>4.OA.2:</b> Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p><b>4.OA.3:</b> Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p>	<ul style="list-style-type: none"> <li>Terms/Vocabulary: terms, properties of multiplication, product, equation, quotient, reasonableness, quantity, word problems, multi-digit, factors, multiples</li> <li>Basic facts: addition, subtraction, multiplication, division</li> </ul>	<ul style="list-style-type: none"> <li>Multiply two- digit by two digit numbers</li> <li>Use various strategies to solve word multi-step word problems</li> <li>Understand and interpret multiplication equations</li> <li>Interpret division word problems with remainders</li> <li>Estimate answers in word problems</li> <li>Assess the reasonableness of word problems</li> </ul>

Science : Earth's Systems	Knowledge	Skills

<p><b>4.ESS2.1</b> Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. .</p>	<ul style="list-style-type: none"> <li>• Patterns or rock formation reveal changes over time due to earth forces</li> <li>• Rainfall helps to shape the land and affects the types of living things found in a region.</li> <li>• Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them.</li> </ul>	<ul style="list-style-type: none"> <li>• Make observations</li> <li>• Analyze data</li> <li>• Identify evidence from patterns and support with explanation.</li> </ul>
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<p><b>SOCIAL STUDIES: Colonial and Revolutionary Period in New York</b></p>	<p><b>Knowledge</b></p>	<p><b>Skills</b></p>
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<p><b>4.3</b> European exploration led to the colonization of the region that became NYS. Beginning in the early 1600s, colonial New York was home to people from many different countries.</p>	<ul style="list-style-type: none"> <li>• Terms/Vocabulary: colonists, colony, American Revolution, Declaration of Independence, government, loyalist, patriot, militia, neutral, position, view point, explorers, ally</li> <li>• Primary and secondary resources</li> </ul>	<ul style="list-style-type: none"> <li>• Provide supporting evidence for a given view point</li> <li>• Write a grade level narrative</li> <li>• Use primary and secondary sources to reinforce concepts in social studies</li> </ul>
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**End of Unit Culminating Assessment**

There will be a menu of assessments to choose from. Example: character study, Help Wanted Ad, journal entry ...

**Resources**

**ELA**

Engage NY – Module 3 Researching to Build Knowledge Interdependent Roles in Colonial Times ( use lessons that are appropriate )  
Units of Writing: The Arc of the Story (Book 3)

<b>English Mentor Texts</b>	<b>Spanish Mentor Texts</b>
<b>Revolutionary War, Cornerstones of Freedom</b> series; Josh Gregory	<b>Lo inventaron los Latinoamericanos (Inovaciones asombrosas)</b> , Eva Salinas (Annick Press)

Literacy Framework - Literature Circles,  
iREADY Toolkit  
Other titles related to the topic or themes  
Books for Literature Circle/Book Club books

**Math: Module 2**

<https://www.engageny.org/file/113391/download/math-g4-m2-full-module.pdf?token=E5ob8M8f>  
*\*All documents in Spanish at: <https://www.engageny.org/file/133226/download/math-g4-m2-spanish-pdf.zip?token=p2G-oat->*

iREADY Toolkit English & Spanish

**Science:**  
<https://www.nextgenscience.org/sites/default/files/5%20combined%20DCI%20standards%206.13.13.pdf>  
<https://www.nextgenscience.org/evidence-statements>

**Social Studies:**  
[www.c3teachers.org](http://www.c3teachers.org)  
<http://pnwboces.org/ssela/index.htm>

## Grade 5 – Year at a Glance

	<b>Sept-Oct</b> Looking Closely and Beyond  Students recognize and interpret systems.	<b>Oct-Nov</b> If...Then The Interaction of Structures  Students learn how there are relationships between structures.	<b>Nov-Dec</b> Cause and Effect  Students examine the cause and effect.	<b>Jan-Feb</b> Taking Sides  Students formulate and defend ideas.	<b>Feb-March</b> Elements and Themes  Students analyze the key elements and themes found in literature, science, and social studies.	<b>March-April</b> Researching Our Lives  Students write research reports based on looking through the lens of history.	<b>May-June</b> The Magic of Life  Students investigate the role and impact humans have in society or/and in the environment.
English	Units of Study: Narrative Craft (Unit 1)  Write narratives to develop real or imagined events using effective technique, descriptive details, and clear event sequences.  Determine the meaning of words and phrases as they are used in a text.  Determine a theme of a story, drama, or poem and summarize the text.	Units of Study: If...Then Curriculum- Information Writing: Feature Articles on Topics of Personal Expertise (pg 15)  Write informative texts to examine a topic and convey ideas and information.  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.	Units of Study: If... Then Curriculum - The Personal and Persuasive Essay: Creating Boxes and Bullets and Argument Structures for Essay Writing (pg 2)  Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.  Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Units of Study: Unit 4 The Research- Based Argument Essay  Debate human rights issues.  Draw connections, identify problems, create solutions, and defend them.	Units of Study: If... Then Curriculum - Literary and Comparative Essays (pg 41)  Read stories to learn literary terms and read informational texts to identify key information.	Units of Study: Unit 2- The Lens of History: Research Reports  Gather, interpret, and use evidence to support your claim.  Quote/cite evidence accurately.	Units of Study: Shaping Texts from Essay and Narrative to Memoir (Unit 3)  Draw on information from multiple print or digital sources.  Report on a topic or text or present an opinion, sequence ideas logically and use appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

<p><b>Math</b></p>	<p><b>Place Value and Decimals</b></p> <p>Understand the place value system.</p> <p>Perform operations with multi-digit whole #s and with decimals to hundredths</p> <p>Convert different sized standard measurement units.</p>	<p><b>Multi-Digit Whole Number and Decimal Fraction Operations</b></p> <p>Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p>Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</p>	<p><b>Addition and Subtraction of Fractions</b></p> <p>Add and subtract fractions with unlike denominators (including mixed numbers).</p> <p>Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators.</p>	<p><b>Multiplication and Division of Fractions and Decimal Fractions</b></p> <p>Write and interpret numerical expressions.</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p>	<p><b>Addition and Multiplication with Volume and Area</b></p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p> <p>Classify two-dimensional figures into categories based on their properties.</p>	<p><b>Multiplication and Division of Fractions and Decimal Fractions</b></p> <p>Write and interpret numerical expressions.</p> <p>Perform operations with multi-digit whole numbers and with decimals to hundredths</p> <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p>	<p><b>Problem Solving with the Coordinate Plane</b></p> <p>Write and interpret numerical expressions.</p> <p>Analyze patterns and relationships</p> <p>Graph points on the coordinate plane to solve real-world and mathematical problems.</p>
<p><b>Social Studies</b></p>	<p><b>Geography</b></p> <p>Study how geography of the western hemisphere has influenced human culture and settlements in and how human communities modified physical environments.</p>	<p><b>Government</b></p> <p>Learn how political systems of the Western Hemisphere vary in structure and organization across time and place.</p>	<p><b>European Exploration and Its Effects</b></p> <p>Understand how and why European powers explored and eventually colonized the Western Hemisphere. This had a profound effect on Native Americans and led to the transatlantic slave trade.</p>	<p><b>Government</b></p> <p>Learn how people in the Western Hemisphere struggled and fought for equality and civil rights.</p> <p>Read about how organization in the Western Hemisphere sought to encourage cooperation between nation, protect human rights, etc.</p>	<p><b>Comparative Cultures</b></p> <p>Compare countries of the Western Hemisphere (US, Canada, Mexico, Caribbean, South America); while they are diverse, they share some of the same concerns and issues.</p> <p>Investigate a current issue that two or more Western Hemisphere countries are facing (environment, immigration, trade, etc.).</p>	<p><b>Government</b></p> <p>Compare the political system of Western Hemisphere and how government structure, functions, and founding documents vary from place to place.</p>	<p><b>Complex Societies and Civilizations</b></p> <p>Study the geography of the Western Hemisphere and how it has influenced human culture and settlement in distinct ways.</p> <p>The physical environment has influenced, and continues to influence, human population distribution, land use, and other forms of economic activity.</p>

<p><b>Science</b></p>	<p><b>Earth's Systems</b> Describe ways the geosphere, biosphere, hydrosphere and atmosphere interact.</p>	<p><b>Earth's Systems</b> Support an argument about the gravitational force exerted by Earth on objects.</p> <p>Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p>	<p><b>Structure and Property of Matter</b> Develop a model to describe that matter is made of particles too small to be seen.</p> <p>Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances the total amount of matter is conserved.</p>	<p><b>Engineering Design</b> Define a simple design problem.</p> <p>Generate/compare multiple possible solutions.</p>	<p><b>Space Systems: Stars and the Solar System</b></p> <p>Study forces that act upon the earth, such as gravitational force.</p>	<p><b>Matter and Energy in Organisms and Ecosystems</b> Support argument that plants get the materials they need for growth chiefly from air and water.</p> <p>Develop a model describing movement of matter.</p>	<p><b>Structure and Properties in Matter</b> Make observations and measurements to identify materials based on their properties.</p> <p>Conduct an investigation to determine whether the mixing of two or more substances results in new substances.</p>
<p><b>Culminating Assessment(s)</b></p>	<p>Create a brochure, advertisement, PowerPoint, or website about a landmark</p> <p>AND</p> <p>Please refer to the UOS end-of-unit task.</p>	<p>Choice 1: Students create a structure or model which demonstrates interaction between systems. In social studies, the interaction between different political systems, and in science, the interaction between the atmosphere and landforms.</p> <p>Choice 2: Students become an expert on a system. They blog about the process and others can leave comments.</p> <p>AND</p> <p>Please refer to the UOS end-of-unit task.</p>	<p>Choice 1: Students will create a board game/ cyber game to demonstrate the cause and effect relationships between the European settlers and the Native Americans.</p> <p>Choice 2: Students will create a comic strip modeling the cause and effect relationships between the European settlers and the Native Americans or a scientific concept from the unit.</p>	<p>Students submit a paper taking and defined a position on the topic. Then engage in a debate about the topic.</p> <p>AND</p> <p>Please refer to the UOS end-of-unit task.</p>	<p>Students create a (board) game depicting the events of West. Exp.</p> <p>Students present through the medium of their choice a real or imagined interview with someone living in the Western Hemisphere.</p>	<p>Students develop a research report, PP, or video presentation on a historical event in WH.</p> <p>AND</p> <p>Please refer to the UOS end-of-unit task.</p>	<p>Choice 1: The students will create a timeline as a virtual reality fieldtrip which depicts factors which impacts life or the environment.</p> <p>Choice2: The students will create a commercial which brings to the forefront an issue which impacts the quality of human life or the environment.</p>

## Reading Foundational Skills K-5

FIFTH GRADE		
Standard	English	Spanish
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.	Reconocer y aplicar la fonética y analizar las palabras usando la descodificación.
RF.5.3.A	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Combinar y usar el conocimiento de todas las estrategias: <ul style="list-style-type: none"> <li>• la correspondencia de letras y sus sonidos</li> <li>• los patrones de las sílabas (dígrafos, inflexiones, diptongos)</li> <li>• la morfología (raíces, prefijos, sufijos)</li> </ul> ...para leer palabras con más de tres sílabas con precisión dentro y fuera del contexto.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.	Leer con suficiente precisión y fluidez para apoyar la comprensión.
RF.5.4.A	Read grade-level text with purpose and understanding.	Leer libros al nivel del grado con sentido y comprensión.
RF.5.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Leer poesías y prosas apropiadas para el nivel del grado en voz alta y con fluidez, entonación apropiada y expresión en lecturas sucesivas.
RF.5.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Usar el contexto para confirmar o corregirse a si mismo en el reconocimiento y la comprensión de palabras, volviendo a leer cuando sea necesario.

## Grade 5 – Unit 1

<b>Grade Level</b>	Fifth Grade	
<b>Months</b>	September – October	
<b>Approx. Number of Weeks</b>	Six	
<b>Overarching Unit Title</b>	<b>Looking Closely and Beyond</b> (In this unit, students will recognize and interpret systems (IE Earth Systems, Geographical Systems, Systems in Place Value, Word Meaning Systems, ...))	
<b>ELA Standards</b>	<b>Knowledge</b>	<b>Skill</b>
<p><b>RI.5.1:</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RL.5.11:</b> Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations.</p> <p><b>W.5.3:</b> Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear event sequences.</p>	<ul style="list-style-type: none"> <li>• Apply their new learning as one lens through which to interpret character and theme in future readings.</li> <li>• Describe how a narrator's/speaker's POV differs from one's own.</li> <li>• Refer explicitly to the text when responding to questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Determine word meanings and phrases using a variety of strategies.</li> <li>• Make connections that illustrate understanding of text structure.</li> <li>• Compare and contrast stories in the same genre by analyzing their approaches to similar themes and topics.</li> <li>• Quote/cite evidence accurately.</li> <li>• Engage in collaborative discussions with peers.</li> <li>• Produce clear and coherent writing.</li> <li>• Strengthen writing through self-reflection and peer review.</li> </ul>
<b>Standards for Language Support</b>		
<p><b>L.5.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.5.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.5.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p><b>SL.5.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>SL.5.4</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>		
<b>Math Standards</b>	<b>Knowledge</b>	<b>Skills</b>
Place Value and Decimals		



<p><b>5.MDA1</b> Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems</p> <p><b>5.NBTA.1</b> Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.</p> <p><b>5.NBTA.2</b> Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers patterns in the number of zeros of the product</p>	<ul style="list-style-type: none"> <li>• Understand decimal division as the relationship between multiplication and division</li> <li>• Using place value to compare numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Remove zeros from factors to compute multiples</li> <li>• Identify key words when solving problems that indicate multiplication (IE, times, of twice and product)</li> <li>• Round decimals</li> <li>• Read and write decimals to the thousandths using base 10 numerals, expanded form and number name</li> </ul>
<p><b>Next Gen Science Standards</b> <b>Topic: Earth's System's</b></p>	<p><b>Knowledge</b></p>	<p><b>Skills</b></p>
<p><b>5-ESS2-1.</b> Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p> <p><b>5-ESS2-2.</b> Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.</p> <p><b>5-ESS3-1.</b> Obtain and combine information about ways individual communities use science ideas to protect Earth's resources and environment.</p>	<ul style="list-style-type: none"> <li>• Explain the differences between the various spheres of the Earth.</li> <li>• Report to group about ways individual communities use science ideas to protect Earth's resources and environment.</li> <li>• Draw connections between the amounts of salt water and fresh water on the Earth.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between erosion &amp; deposition</li> <li>• Explain how Earth's crust is broken down into soil</li> <li>• Describe how water, wind, &amp; ice change landforms</li> <li>• Identify gravity as the driving force behind erosion</li> <li>• Compare water, as a major agent of erosion, to wind &amp; ice.</li> <li>• Assess the layers of the Earth, understanding that the interior is hot</li> <li>• Classify each layer with its properties</li> <li>• Identify that heat flow &amp; movement of materials cause sections of crust to move</li> <li>• Translate/predict that heat flow &amp; movement of materials may result in earthquakes, volcanic eruptions, &amp; creation of mountains &amp; ocean basins</li> <li>• Explain the theory of continental drift Describe how features of Earth's surface have changed over millions of years</li> <li>• Analyze displaced rock layers as suggested past crustal movement</li> <li>• Explain how fossils help scientists learn about Pangea, plants &amp; animals of the past</li> <li>• Compare and contrast minerals Identify minerals by physical properties</li> <li>• Distinguish the difference btw the three classes of rocks Identify the formation process of sedimentary, igneous &amp; metamorphic rocks; give examples</li> <li>• Describe the relationship between rocks &amp; minerals</li> </ul>
<p><b>Social Studies Standards</b></p> <p><b>5.4</b> The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment.</p> <p><b>5.4a</b> Physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the Western Hemisphere.</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Geography of the Western Hemisphere</li> <li>• The Western Hemisphere can be located and represented using maps, globes, aerial and satellite photographs, and computer models</li> <li>• Geological processes shaped the physical environments of the Western Hemisphere (Ice Age, weather, wind and water)</li> </ul>	<p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Identify a region in the Western Hemisphere by describing a characteristic that places within it have in common, and then compare it to other regions.</li> <li>• Understand how regions can be defined as sharing common characteristics in contrast with other regions.</li> </ul>

**5.4b** The Western Hemisphere can be divided into regions. Regions are areas that share common, identifiable characteristics such as physical, political, economic, or cultural features. Regions within the Western Hemisphere.

- The Western Hemisphere is divided into countries and regions
- Continents, countries and regions of the Western Hemisphere can be organized by physical, political, economic or cultural features
- Important physical features located in each region
- Political boundaries of the hemisphere change over time and place

**End of the Year Culminating Assessment**

The students will use the writing process to write an essay that explains what Human Rights are, why they are an issue in our world, and what are ways people can help the issue and ensure that our rights are met. The end result of this piece can be published in multiple forms such as a brochure, PP, essay, etc. Teacher can decide the end result of this project but must be graded using the NYS 4-point rubric.

**Choice 1:** Pretend you are a travel agent and create an advertisement that entices others to travel to and highlights the elements of the Western Hemisphere or one of the regions recently studied. Included should be illustrations with labels as well as detailed explanations using knowledge gained from the unit. Students will be assessed on the quality of the details used, the accuracy of information, and the overall presentation to the class. Students can work individually or in small groups.

**Choice 2:** Students will create an interactive map. Use Google Maps, Google Street View, Google Earth Engine, Google Timeline, Google Tour Builder or any other spatial technology and ask students to map their selected area or sphere to map their global knowledge. Once students really know how it works, allow them to collaborate on a big map. Included should be illustrations with labels as well as detailed explanations using knowledge gained from the unit. Students will be assessed on details used and accuracy of information.

**Alternative:** If technology is unavailable, students could create an infographic or webpage representing e a computer screen. Using 6 tabbed folders as a background, students would create informational ‘screens’ for the user to access by each tab. Included should be illustrations with labels as well as detailed explanations using knowledge gained from the unit. Students will be assessed on details used and accuracy of information.

**Resources**

**ELA:**

Engage NY Lessons from Modules 1 Unit 1 Building Knowledge on Human Rights( use lessons that are appropriate for your students )  
 Book #1 in Units of Study in Opinion, Information, and Narrative Writing: A Common Core Workshop Curriculum by Lucy Calkins for information regarding the Writers Workshop assessment.

English Mentor Texts	Spanish Mentor Texts
<ul style="list-style-type: none"> <li>• <b>Eleven,"</b> Sandra Cisneros</li> <li>• <b>"Papa Who Wakes Up Tired in the Dark,"</b> Sandra Cisneros</li> </ul>	<ul style="list-style-type: none"> <li>• <b>"Once" and "Papá que se despierta cansado en la oscuridad"</b></li> <li>• <b>Nacer bailando, Alma Flor Ada (Atheneum Books for Young Readers)</b></li> <li>• <b>Superabuelo, David M. Schwartz (Tortuga Press)</b></li> <li>• <b>Family Pictures/Cuadros de Familia, Carmen Lomas Gaza (Children's Book Press)</b></li> <li>• <b>In My Family/En mi familia, Carmen Lomas Gaza (Children's Book Press)</b></li> <li>• <b>My Diary from Here to There, Mi diario de aqui hasta alla, Amada Irma Perez (Children's Book Press)</b></li> <li>• <b>Me llamo María Isabel, Alma Flor Ada (Atheneum Books for Young Readers)</b></li> </ul>

Other appropriate level texts that are related to the topics of Human Rights.  
 iREADY Toolkit

**Math:**

<https://www.engageny.org/file/110546/download/math-g5-m1-full-module.pdf?token=HnetXS4e>

*\*All documents in Spanish at:* <https://www.engageny.org/file/133266/download/math-g5-m1-spanish-pdf.zip?token=8rxL8>

**Science:**

<https://www.nextgenscience.org/sites/default/files/5%20combined%20DCI%20standards%206.13.13.pdf>

<https://www.nextgenscience.org/evidence-statements>

**Social Studies:**

- [www.c3teachers.org](http://www.c3teachers.org)

- <http://pnwboces.org/ssela/index.htm>

## Grade 5 – Unit 2

<b>Grade Level</b>	Fifth Grade	
<b>Months</b>	October – November	
<b>Approx. Number of Weeks</b>	Six	
<b>Overarching Unit Title</b>	<b>If...Then/ The Interaction of Structures</b> In this unit students will learn how there are relationships between structures.	
<b>ELA Standards</b>	<b>Knowledge</b>	<b>Skills</b>
<p><b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.5.3</b> 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.</p> <p><b>RI.5.5</b> 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.</p> <p><b>W5.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of writing point of view</li> <li>• Record and analyze observations.</li> </ul>	<ul style="list-style-type: none"> <li>• .Gathering, Interpreting and Using Evidence</li> <li>• Chronological Reasoning</li> <li>• Comparison and Contextualization</li> <li>• Locate an answer or solve a problem efficiently, drawing from multiple informational sources. (RI.5.7)</li> <li>• Accurately synthesize information from multiple texts on the same topic. (RI.5.9)</li> <li>• Write informative/explanatory texts that convey ideas and information clearly.</li> <li>• Make inferences based on the information presented.</li> </ul>
<b>Standards for Language Support</b>		
<p><b>L.5.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.5.4.A</b> Use context as a clue to the meaning of a word or phrase.</p> <p><b>SL.5.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><b>SL.5.2</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.5.4</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b>SL.5.5</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p><b>SL.5.6</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence</p>		

Math Standards Multi-Digit Whole Number & Decimal Fraction Operations	Knowledge	Skills
<p><b>5.OA.A.1</b> Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.</p> <p><b>5.OA.A.2</b> Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.</p> <p><b>5.MP.2</b> Reason abstractly and quantitatively.</p> <p><b>5.MP.4</b> Model with mathematics.</p> <p><b>5.G.A.2</b> Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context</p>	<ul style="list-style-type: none"> <li>• Understand why parentheses or brackets are important in the structure of numerical expressions</li> <li>• Understand which math model is appropriate for the equation.</li> <li>• Use of models to understand decimals</li> <li>• Solving measurement word problems with whole number and decimal multiplication/division</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the pattern in moving the decimal point when multiplying or dividing by 10</li> <li>• Illustrate and explain quotient through equations, rectangular arrays and/or area models</li> <li>• Multiply multi-digit whole numbers using the standard algorithm</li> <li>• Divide whole numbers with up to 4-digit dividends and 2-digit divisors.</li> <li>• Explain method used to solve problems in all four operations</li> <li>• Mental strategies for multi-digit whole number multiplication/division</li> </ul>
Next Gen Science Standards Earth	Knowledge	Skills
<p><b>5-PS2-1.</b> Support an argument that the gravitational force exerted by Earth on objects is directed down</p> <p><b>5-ESS2-1.</b> Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p> <p><b>5-ESS2-2.</b> Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth</p>	<ul style="list-style-type: none"> <li>• The influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate</li> <li>• The influence of mountain ranges on winds and clouds in the atmosphere.</li> <li>• The geosphere, hydrosphere, atmosphere, and biosphere are each a system.]</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying evidence and collecting details</li> <li>• Supporting argument and providing evidence</li> </ul>
Social Studies Systems of Western Hemisphere	Knowledge	Skills
<p><b>5.6 GOVERNMENT:</b> The political systems of the Western Hemisphere vary in structure and organization across time and place. (Standards: 5; Themes: GOV, CIV)</p>	<ul style="list-style-type: none"> <li>• Governmental Principles in the United States-Identify implicit ideas and draw inferences, with support.</li> <li>• US History 1850-Present-Understand the role of periodization as a practice in history and Social Studies Social Justice</li> <li>• Identify and describe opportunities for and the roles of the individual in social and political participation at various times and in various locations in the Western Hemisphere</li> <li>• Develop an understanding of the interdependence of individuals and groups in communities in the Western Hemisphere.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify different types of political systems and ideologies used at various times and in various locations in the Western Hemisphere and identify the role of individuals and key groups in those political and social systems.</li> <li>• Identify opportunities for and the role of the individual in social and political participation at various times and in various locations in the Western Hemisphere outside the United States.</li> <li>• Participate in negotiating and compromising in the resolution of differences and conflict.</li> <li>• Identify situations with a global focus in which social actions are required and suggest solutions</li> <li>• Describe the roles of people in power in the Western Hemisphere both historically and currently.</li> <li>• Identify ways that current figures can influence people's rights and freedom.</li> <li>• Identify rights and responsibilities of citizens within societies in the Western Hemisphere.</li> </ul>
End of Unit Culminating Assessment		
<p><b>Choice 1:</b> The students will create a structure or model which demonstrates interactions between systems. For example, in Social Studies the interaction between different Political Systems; in Science the interaction between the atmosphere and landforms</p>		

**Choice 2:** The students will utilize the whole time on this unit to become an expert on a system. They will blog about the process along the way. Administration, teachers, peers, and family can leave comments.

**Unit of Study:** Writers will draw on all they know about writing to take a stand in the world. They will write a persuasive essay about a topic of their choosing to contribute to a public conversation.

## Resources

### ELA:

Units of Study: If... Then Curriculum – The Personal and Persuasive Essay: Creating Boxes and Bullets and Argument structures for essay writing (pg 2)

Module 1: Unit 2 & 3 *Esperanza Rising* ( select appropriate lessons in order to have the students read the book in allotted time)

Titles that deal with the issue of human rights or to formulate opinions about.

Literacy Framework : Reading workshop and writing workshop

iREADY Toolkit

### Math: Module 4

<https://www.engageny.org/file/117266/download/math-g5-m4-full-module.pdf?token=agNxlyc->

\*All documents in Spanish at: <https://www.engageny.org/file/133286/download/math-g5-m4-spanish-pdf.zip?token=rVfYiQC3>

iREADY Toolkit English & Spanish

### Science:

<https://www.nextgenscience.org/sites/default/files/5%20combined%20DCI%20standards%206.13.13.pdf>

### Social Studies:

[www.c3teachers.org](http://www.c3teachers.org)

<http://pnwboces.org/ssela/index.htm>

## Grade 5 – Unit 3

<b>Grade Level</b>	Fifth Grade	
<b>Months</b>	November – December	
<b>Approx. Number of Weeks</b>	Six	
<b>Overarching Unit Title</b>	Exploration In this unit students will examine the cause and effect of relationships.	
<b>ELA Standards</b>	<b>Knowledge</b>	<b>Skills</b>
<p><b>RI.5.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><b>RI.5.3</b> 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.</p> <p><b>RI.5.9</b> Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p><b>W.5.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<ul style="list-style-type: none"> <li>To be able to explain the cause and effect relationships between Europeans and Native Americans.</li> <li>To study cause and effect relationships through scientific inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>Quote/ cite evidence properly.</li> <li>Engage in effect peer to peer discussions.</li> <li>Write informative/explanatory texts.</li> <li>Examine and identify cause and effect relationships.</li> <li>Collaborate effectively with peers.</li> </ul>
<b>Standards for Language Support</b>		
<p><b>L.5.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L.5.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>L.5.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p><b>L.5.4</b> 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.</p> <p><b>L.5.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>L.5.6</b> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p><b>SL.5.1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p><b>SL.5.2</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>SL.5.4</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b>SL.5.6</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>		
<b>Math</b> <b>Addition and Subtraction of Fractions</b>	<b>Knowledge</b>	<b>Skills</b>
<p><b>5.NF.A.1</b> Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.</p> <p><b>5.NF.A.2</b> Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction</p>	<ul style="list-style-type: none"> <li>Study and use of the full set of fractional units</li> <li>Strategize to solve multi-term problems and more intensely assess the reasonableness of their solutions to equations and word problems with fractional units</li> </ul>	<ul style="list-style-type: none"> <li>Equivalent fractions</li> <li>Making like units pictorially</li> <li>Making like units</li> <li>Write equations clarified by a model</li> <li>Use a number line when adding/subtracting fractions greater than or equal to 1</li> </ul>

models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.		
Next Gen Science Standards Structure and Properties of Matter	Knowledge	Skills
<p><b>5-PS1-1.</b> Develop a model to describe that matter is made of particles too small to be seen.</p> <p><b>5-PS1-2.</b> Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances the total amount of matter is conserved.</p> <p><b>5-PS1-3.</b> Make observations and measurements to identify materials based on their properties.</p> <p><b>5-PS1-4.</b> Conduct an investigation to determine whether the mixing of two or more substances results in new substances.</p>	<ul style="list-style-type: none"> <li>• Various models that show various aspects of matter.</li> <li>• Reactions or changes could include phase changes, dissolving, and mixing that form new substances</li> <li>• Assume that reactions with any gas production are conducted in a closed system</li> <li>• Properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility</li> </ul>	<ul style="list-style-type: none"> <li>• Observing</li> <li>• Classifying</li> <li>• Measuring</li> </ul>
Social Studies	Knowledge	Skills
<p><b>5.3</b> Various European powers explored and eventually colonized the Western Hemisphere. This had a profound effect on Native Americans and led to the transatlantic slave trade</p>	<ul style="list-style-type: none"> <li>• Identify and describe opportunities for and the roles of the individual in social and political participation at various times and in various locations in the Western Hemisphere</li> <li>• Develop an understanding of the interdependence of individuals and groups in communities in the Western Hemisphere.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in negotiating and compromising in the resolution of differences and conflict.</li> <li>• Identify situations with a global focus in which social actions are required and suggest solutions</li> <li>• Describe the roles of people in power in the Western Hemisphere both historically and currently.</li> </ul>
End of Unit Culminating Assessment		
<p><b>Choice 1:</b> Students will create a board game/ cyber game to demonstrate the cause and effect relationships between the European settlers and the Native Americans.</p> <p><b>Choice 2:</b> Students will create a comic strip modeling the cause and effect relationships between the European settlers and the Native Americans or a scientific concept from the unit.</p> <p>Units of Writing: After researching scientific texts students will write a feature article on a topic of their choice.</p>		
Resources:		
<p><b>ELA</b> Engage NY – Module 2 Researching to Build Knowledge and Teaching Others: Biodiversity in Rainforests of the Western Hemisphere (use lessons that are appropriate) Units of Writing: If ... then Information Writing: Feature Articles on Topics of Personal Expertise (p15) iREADY Toolkit</p> <p><b>Math:</b> Module 3 Addition and Subtractions of Fraction <a href="https://www.engageny.org/file/115246/download/math-g5-m3-full-module.pdf?token=ZaVm6Xca">https://www.engageny.org/file/115246/download/math-g5-m3-full-module.pdf?token=ZaVm6Xca</a> <a href="https://www.engageny.org/file/115261/download/math-g5-m3-mid-module-assessment.pdf?token=wu7avYwu">https://www.engageny.org/file/115261/download/math-g5-m3-mid-module-assessment.pdf?token=wu7avYwu</a></p> <p>*All documents in Spanish at: <a href="https://www.engageny.org/file/133276/download/math-g5-m3-spanish-pdf.zip?token=iIPT7JTI">https://www.engageny.org/file/133276/download/math-g5-m3-spanish-pdf.zip?token=iIPT7JTI</a></p> <p>iREADY Toolkit English &amp; Spanish <b>Science:</b> <a href="https://www.nextgenscience.org/sites/default/files/5%20combined%20DCI%20standards%206.13.13.pdf">https://www.nextgenscience.org/sites/default/files/5%20combined%20DCI%20standards%206.13.13.pdf</a></p>		



**Social Studies:**

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