February 2024 KINDERGARTEN LEADERSHIP OVERVIEW Statisticities			Curriculum
Elementary Curriculum ESSENTIALS			
A quick glance at the essential standards/outcomes you should be seeing in your classrooms this month.			
All grade level standards are expected to be taught, however the essential standards need to be mastered/secured prior to the end of the school year. Integrated Strategies			
Engagement	Blended Learning	Language (ELLevation)	
Student Goal Setting Setting goals helps students take realistic steps to achieve them. Many educators find that using the SMART format—goals that are specific, measurable, attainable, relevant, and timely—can be a useful tool for conferences, and help students feel engaged in their	Online Discussions Students participate in an online discussion in Teams, Canvas, Flip, or other digital platform. Teachers provide a prompt and students post their initial response to the prompt and then reply to their classmates.	Find The Fib which can be modified to any grade level ar area. During this activity students will: Read three statements authored by teacher or Discuss each statement with a peer	
learning.		Identify which of the three statements is fals Share reasoning with peers Unit 7: Holidays and Celebrations	se
Unit 6: Stories Have a Message Essential Question: How do we know what is right? February 1 - February 23 (16 days)	English Language Arts	Essential Question: Why do we celebrate peo events? February 27 - March 15th (14 days)	ople and
	Reading - Foundational Skills		
RF.K.1 Demonstrate understanding of the organization and basic features of print.	RF.K.1a Follow words from left to right, top to bottom, and page by page.	RF.K.1c Understand that words are separated by spaces	in print.
RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.	RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	RF.K.2d Isolate and pronounce the initial, medial vowel, sounds (phonemes) in three-phoneme (CVC) words.	
RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.	RF.K.3b Associate the long and short sounds with the conspellings (graphemes) for the five major vowels.	
RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. Reading - Literature	RF.K.4 Read emergent-reader texts with purpose and un	iderstanding.
RL.K.1 With prompting and support, ask and answer questions about	RLK.4 Ask and answer questions about unknown words in a text.	RL.K.10 Actively engage in group reading activities	s with
key details in a text.		purpose and understanding.	
	Reading - Informational Text		
RI.K.1 With prompting and support, ask and answer questions about	R.1.K.4 With prompting and support, ask and answer questions about unknown words in text	RI.K.9 With prompting and support, identify basic simila differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	
RI.K.10 Actively engage in group reading activities with purpose and understanding.			
	Language		
L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.K.1a Print many upper- and lowercase letters.	L.K.1c Form regular plural nouns orally by adding <i>,</i>	/ s/ or / es/
L.K.1d Understand and use question words (interrogatives)	L.K.1e Use the most frequently occurring prepositions	L.K.4 Determine or clarify the meaning of unknown and meaning words and phrases based on kindergarten readii content.	
L.K.4b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites	L.K.5c Identify real-life connections between words and	their use
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Writing		
	W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	W.K.8 With guidance and support from adults, recall info from experiences or gather information from provided s answer a question.	
SL.K.1 Participate in collaborative conversations with diverse	Speaking and Listening SL.K.1.a Follow agreed-upon rules for discussion.	SL.K.1b Continue a conversation through multiple excha	2000
partners about kindergarten topics and texts with peers and adults in small and larger groups.	SE.N. 1.a ronow agreed-upon rules for discussion.	SER. 10 Continue a conversation through multiple excha	inges.
Unit 5 - Two-Dimensional Geometry	Mathematics Number Corner Vol. 2	Unit 6 - Three-Dimensional Shapes & Numbers B	Seyond Ten
20 sessions over 20 days Geometry	Operations & Algebraic Thinking, Counting and Cardinality, Measurement and Data & Numbers and Operations in Base Ten 20 sessions over 19 days	20 sessions over 20 days Operations and Algebraic Thinking	
CRITICAL CONTENT AREA 2, GEOMETRY: Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes. (G.1; G.2; G.3; G.4; G.5; G.6)			
CRITICAL CONTENT AREA 1, COUNTING AND CARDINALITY, OPERATIONS AND ALGEBRAIC THINKING: Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations such as 5 + 2 = 7 and 7 - 2 = 5. (Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.)			
Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing (subitizing) the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away. (CC.1; CC.2; CC.3; CC.4; CC.5; CC.6; CC.7; OA.1; OA.2; OA.3; OA.4; OA.5)			
PHYSICAL SCIENCE ~ Materials and Motion ~ January 16 - March 15			
K-ESS3-3: Earth and Human Activity	K-2-ETS1-1: Engineering Design	K-2-ETS1-2: Engineering Design	
	Standards designated in red are for new unit noted.		

February 2024	ST GRADE LEADERSHIP OVERVI	EW Curriculum
	Elementary Curriculum ESSENTIALS	
	essential standards/outcomes you should be seeing in your cl	
All grade level standards are expected to be	e taught, however the essential standards need to be mastered,	secured prior to the end of the school year.
	Integrated Strategies	
Engagement	Blended Learning	Language (ELLevation)
Student Goal Setting	Online Discussions	Find The Fib which can be modified to any grade level and/or conte
Setting goals helps students take realistic steps to achieve them.	Students participate in an online discussion in Teams, Canvas, Flip, or	area.
Many educators find that using the SMART format—goals that are	other digital platform. Teachers provide a prompt and students post	During this activity students will:
specific, measurable, attainable, relevant, and timely—can be a	their initial response to the prompt and then reply to their	Read three statements authored by teacher or peer
useful tool for conferences, and help students feel engaged in their	classmates.	Discuss each statement with a peer
learning.		Identify which of the three statements is false
Unit 6: Stories Teach Many Lessons		Share reasoning with peers Unit 7: Past, Present, Future
Essential Question: How can we learn from a mistake?	English Language Arts	Essential Question: Why is the past important?
January 31 - February 21st (15 days)		February 27 - March 15th (16 days)
Sundary SI TEBRARY 21St (15 days)	Reading Foundational Skills	
F.1.1a Recognize the distinguishing features of a sentence (e.g., first	RF.1.2a Distinguish long from short vowel sounds in spoken single-	R.F.1.2b Orally produce single-syllable words by blending sounds
ord, capitalization, ending punctuation).	syllable words.	(phonemes), including consonant blends.
ora, capitalization, chang punctuation.	synable words.	(pronemes), metading consonant biends.
F.1.2c Isolate and pronounce initial, medial vowel, and final sounds	RF.1.2d Segment spoken single-syllable words into their complete	RF.1.3b Decode regularly spelled one-syllable words.
phonemes) in spoken single-syllable words.	sequence of individual sounds (phonemes).	
	RF.1.3d Use knowledge that every syllable must have a vowel sound	RF.1.3e Decode two-syllable words following basic patterns by
RF.1.3c Know final -e and common vowel team conventions for	to determine the number of syllables in a printed word.	breaking the words into syllables.
epresenting long vowel sounds.		
RF.1.3.f Read words with inflectional endings.	RF.1.3g Recognize and read grade-appropriate irregularly spelled	RF.1.4a Read grade-level text with purpose and understanding.
	words.	
RF.1.4b Read grade-level text orally with accuracy, appropriate rate,	RF.1.4c Use context to confirm or self-correct word recognition and	
and expression on successive readings.	understanding, rereading as necessary.	
Reading - Literature		Speaking & Listening
RL.1.1 Ask and answer questions about key details in a text.		SL.1.1 Participate in collaborative conversations with diverse
		partners about grade 1 topics and texts with peers and adults in small
	Reading - Informational Text	
	-	
RI.1.1 Ask and answer questions about key details in a text.	RI.1.9 Identify basic similarities in and differences between two texts on the same topic	appropriately complex for grade 1.
	Language	
.1.4b Use frequently occurring affixes as a clue to the meaning of a	L.1.1c Use singular and plural nouns with matching verbs in basic	L.1.1g Use frequently occurring conjunctions
vord.	sentences.	ching ose nequently occurring conjunctions
	L.1.4a Use sentence-level context as a clue to the meaning of a word	L.1.4b Use frequently occurring affixes as a clue to the meaning of a
leclarative, interrogative, imperative, and exclamatory sentences in	or phrase.	word.
esponse to prompts.		
	L.1.6 Use words and phrases acquired through conversations,	
nflectional forms (e.g., looks, looked, looking).	reading and being read to, and responding to texts, including using	
	frequently occurring conjunctions to signal simple relationships.	
	Writing	
V.1.5 With guidance and support from adults, focus on a topic ,		
,		
espond to questions and suggestions from peers, and add details to trengthen writing as needed.	Writing	
espond to questions and suggestions from peers, and add details to	Writing Mathematics	Unit 6 -Figure the Facts with Penguins
espond to questions and suggestions from peers, and add details to trengthen writing as needed.	Writing Mathematics Number Corner Vol. 2	Unit 6 -Figure the Facts with Penguins 20 sessions over 20 days
espond to questions and suggestions from peers, and add details to trengthen writing as needed. Unit 5 - Geometry	Writing Mathematics Number Corner Vol. 2 Operations & Algebraic Thinking, Geometry & Numbers and	20 sessions over 20 days
espond to questions and suggestions from peers, and add details to trengthen writing as needed. Unit 5 - Geometry 20 sessions over 20 days	Writing Mathematics Number Corner Vol. 2 Operations & Algebraic Thinking, Geometry & Numbers and Operations in Base Ten	
espond to questions and suggestions from peers, and add details to trengthen writing as needed. Unit 5 - Geometry 20 sessions over 20 days	Writing Mathematics Number Corner Vol. 2 Operations & Algebraic Thinking, Geometry & Numbers and	20 sessions over 20 days
espond to questions and suggestions from peers, and add details to trengthen writing as needed. Unit 5 - Geometry 20 sessions over 20 days Geometry	Writing Mathematics Number Corner Vol. 2 Operations & Algebraic Thinking, Geometry & Numbers and Operations in Base Ten 20 sessions over 16 days	20 sessions over 20 days Operations & Algebraic Thinking & Measurement and Data
espond to questions and suggestions from peers, and add details to trengthen writing as needed. Unit 5 - Geometry 20 sessions over 20 days Geometry <u>CRITICAL CONTENT AREA 4, GEOMETRY</u> : Students compose a	Writing Mathematics Number Corner Vol. 2 Operations & Algebraic Thinking, Geometry & Numbers and Operations in Base Ten 20 sessions over 16 days and decompose plane or solid figures (e.g., put two triangles toge	20 sessions over 20 days Operations & Algebraic Thinking & Measurement and Data ether to make a quadrilateral) and build understanding of par
20 sessions over 20 days Geometry <u>CRITICAL CONTENT AREA 4, GEOMETRY</u> : Students compose a whole relationships as well as the properties of the original an	Writing Mathematics Number Corner Vol. 2 Operations & Algebraic Thinking, Geometry & Numbers and Operations in Base Ten 20 sessions over 16 days and decompose plane or solid figures (e.g., put two triangles toged d composite shapes. As they combine shapes, they recognize the	20 sessions over 20 days Operations & Algebraic Thinking & Measurement and Data ether to make a quadrilateral) and build understanding of par em from different perspectives and orientations, describe the
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espond to questions and suggestions from peers, and add details to trengthen writing as needed. Unit 5 - Geometry 20 sessions over 20 days Geometry <u>CRITICAL CONTENT AREA 4, GEOMETRY</u> : Students compose a whole relationships as well as the properties of the original an	Writing Mathematics Number Corner Vol. 2 Operations & Algebraic Thinking, Geometry & Numbers and Operations in Base Ten 20 sessions over 16 days nd decompose plane or solid figures (e.g., put two triangles toged d composite shapes. As they combine shapes, they recognize the different, to develop the background for measurement and for symmetry. (G.1; G.2; G.3) PHYSICAL SCIENCE ~Sound & Light ~ December 4 - March 15	20 sessions over 20 days Operations & Algebraic Thinking & Measurement and Data ether to make a quadrilateral) and build understanding of par em from different perspectives and orientations, describe the
espond to questions and suggestions from peers, and add details to trengthen writing as needed. Unit 5 - Geometry 20 sessions over 20 days Geometry <u>CRITICAL CONTENT AREA 4, GEOMETRY</u> : Students compose a whole relationships as well as the properties of the original an	Writing Mathematics Number Corner Vol. 2 Operations & Algebraic Thinking, Geometry & Numbers and Operations in Base Ten 20 sessions over 16 days nd decompose plane or solid figures (e.g., put two triangles toged composite shapes. As they combine shapes, they recognize the different, to develop the background for measurement and for symmetry. (G.1; G.2; G.3)	20 sessions over 20 days Operations & Algebraic Thinking & Measurement and Data ether to make a quadrilateral) and build understanding of par em from different perspectives and orientations, describe the

February 2024 SECOND GRADE LEADERSHIP OVERVIEW Second Grade			
Elementary Curriculum ESSENTIALS			
A quick glance at the	essential standards/outcomes you should be seeing in your cl	assrooms this month.	
All grade level standards are expected to be	e taught, however the essential standards need to be mastered/	secured prior to the end of the school year.	
	Integrated Strategies		
Engagement	Blended Learning	Language (ELLevation)	
Student Goal Setting	Online Discussions	Find The Fib which can be modified to any grade level and/or content	
Setting goals helps students take realistic steps to achieve them. Many educators find that using the SMART format—goals that are	Students participate in an online discussion in Teams, Canvas, Flip, or other digital platform. Teachers provide a prompt and students post	area. During this activity students will:	
specific, measurable, attainable, relevant, and timely—can be a	their initial response to the prompt and then reply to their	Read three statements authored by teacher or peer	
useful tool for conferences, and help students feel engaged in their	classmates.	Discuss each statement with a peer	
learning.		Identify which of the three statements is false	
		Share reasoning with peers	
Unit 6: Tales to Live By		Unit 7: Investigating the Past	
Essential Question: What can different cultures teach us?	English Language Arts	Essential Question: How does understanding the past shape the future?	
January 31 - February 21 (15 days)		February 22 - March 15	
	Pooding Foundational Skills		
RF.2.3b Know spelling-sound correspondences for additional	Reading Foundational Skills RF.2.3c Decode regularly spelled two-syllable words with long	RF.2.3e Identify words with inconsistent but common spelling-sound	
common vowel teams.	vowels.	correspondences.	
RF.2.3f Recognize and read grade-appropriate irregularly spelled	RF.2.4a Read grade-level text with purpose and understanding.	RF.2.4b Read grade-level text orally with accuracy, appropriate rate,	
words.		and expression on successive readings.	
Reading -	Literature	Speaking & Listening	
RL.2.1 Ask and answer such questions as who, what, where, when,	RL.2.4 Describe how words and phrases supply rhythm and meaning		
why, and how to demonstrate understanding of key details in a text.	in a story, poem, or song.		
Reading - Info	rmational Text		
	RI.2.9 Compare and contrast the most important points presented by	SL.2.1 Participate in collaborative conversations with diverse	
RI.2.1 Ask and answer such questions as who, what, where, when,	two texts on the same topic.	partners about grade 2 topics and texts with peers and adults in small	
why, and how to demonstrate understanding of key details in a text.		and larger groups.	
1.2.1d Form and use the methods of frequently converse interview	Language L.2.1e Use adjectives and adverbs, and choose between them	L.2.1f Produce, expand, and rearrange complete simple and	
L.2.1d Form and use the past tense of frequently occurring irregular verbs .	depending on what is to be modified.	compound sentences.	
	ting		
W.2.5 With guidance and support from adults and peers,	W.2.8 Recall information from experiences or gather		
focus on a topic and strengthen writing as needed by revising	information from provided sources to answer a question.		
and editing.			
Topic 9 - Numbers to 1000	Mathematics	Topic 10 - Add Within 1,000 Using Models and Strategies	
10 lessons over 12 days	wathematics	7 lessons over 10 days Numbers & Operations in Base Ten	
Numbers & Operations in Base Ten		Numbers & Operations in base ren	
CRITICAL CONTENT AREA 1, NUMBERS & OPERATIONS IN	BASE TEN: Students extend their understanding of the base-te	n system. This includes ideas of counting in fives, tens, and	
	ones, as well as number relationships involving these units, incl		
Students understand multi-digit numbers (up to 1000) written	in base-ten notation, recognizing that the digits in each place r	represent amounts of thousands, hundreds, tens, or ones (e.g.,	
853 is 8 hundred + 5 tens + 3 ones). (NBT.3; NBT.4)			
CRITICAL CONTENT AREA 2, NUMBERS & OPERATIONS IN BASE TEN, OPERATIONS IN ALGEBRAIC THINKING: Students use their understanding of addition to develop fluency with addition			
and subtraction within 100. (NBT.5)			
They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable			
methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately			
apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences with only tens or only hundreds. (NBT.7; NBT.8; NBT.9; OA.1)			
PHYSICAL SCIENCE ~ SOLIDS and LIQUIDS ~ October 30 - February 9			
LIFE SCIENCE ~	INSECTS AND PLANTS ~ February 12 - June 7 (Mealworm Deliv	very 2/12-2/14)	
2-LS2 Ecosystems: Interactions, Energy, and Dynamics	2-LS4 Biological Evolution: Unity and Diversity		
S	itandards designated in red are for additional unit/topic noted	l	

February 2024	THI	RD GRADE LEADERSHIP OVERVI	EW	Curriculum
Elementary Curriculum ESSENTIALS				
A quick glance at the essential standards/outcomes you should be seeing in your classrooms this month.				
All grade level standards are e	expected to be	e taught, however the essential standards need to be mastered/	secured prior to the end of the school year.	
		Integrated Strategies		
Engagement Student Goal Setting Setting goals helps students take realistic steps to ac Many educators find that using the SMART format—g specific, measurable, attainable, relevant, and timel useful tool for conferences, and help students feel en learning.	goals that are y—can be a	Blended Learning Online Discussions Students participate in an online discussion in Teams, Canvas, Flip, or other digital platform. Teachers provide a prompt and students post their initial response to the prompt and then reply to their classmates.	Language (ELLevation) Find The Fib which can be modified to any grade lev area. During this activity students will: Read three statements authored by teache Discuss each statement with a pee Identify which of the three statements i Share reasoning with peers	r or peer r
Unit 6: Making Decisions Essential Question: What helps us solve pro January 31 - February 21 (15 days)	oblems?	English Language Arts	Unit 7: Communities Then and N Essential Question: What is a comm February 22- March 15 (16 days	unity?
		Reading Foundational Skills		
RF.3.3 Know and apply grade-level phonics and word a decoding words. RF.3.4a Read grade-level text with purpose and unders		RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary. RF.3.4b Read grade-level prose and poetry orally with accuracy,	RF.3.3d Read grade-appropriate irregularly spelled	words.
		appropriate rate, and expression on successive readings.		
		Reading - Informational Text		
RI.3.1 Ask and answer questions to demonstrate under text, referring explicitly to the text as the basis for the a	-	RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	RI.3.10 By the end of the year, read and comprehen texts , including history/ social studies, science, and the high end of the grades 2-3 text complexity band and proficiently.	technical texts, at
	Reading -	Literature	Speaking and Listening	
RL.3.1 Ask and answer questions to demonstrate unde text, referring explicitly to the text as the basis for the a	-	RL.3.10 By the end of the year, read and comprehend literature , including stories, dramas, and poetry, at the high end of the grades 2- 3 text complexity band independently and proficiently.	SL.3.1 Engage effectively in a range of collaborative diverse partners on grade 3 topics and texts, buildin and expressing their own clearly.	
		Language		
L.3.1a Explain the function of nouns, pronouns, verbs, and adverbs in general and their functions in particular L.3.1e Form and use the simple verb tenses.		L.3.1b Form and use regular and irregular plural nouns.	L.3.1d Form and use regular and irregular verbs. L.3.1g Form and use comparative and superlative ac adverbs, and choose between them depending on w	-
L.3.4a Use sentence-level context as a clue to the mean or phrase.	ning of a word	L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	modified. L.3.5 Demonstrate understanding of figurative lang relationships and nuances in word meanings.	uage, word
	Wri	ting		
W.3.5 With guidance and support from peers and adult and strengthen writing as needed by planning, revising	•	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		
Topic 13 - Fraction Equivalence 8 lessons over 12 days Numbers and Operations - Fractions		Mathematics	Topic 14 - Solve Time, Capacity & Mass 9 lessons over 14 days Measurement and Data	
CRITICAL CONTENT AREA 2, NUMBERS AND OPERATIONS: Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. (<i>NF.1; NF.2</i>) Students understand that the size of a fractional part is relative to the size of the whole. For example, 1/2 of the paint in a small bucket could be less paint than 1/3 of the paint in a larger bucket, but 1/3 of a ribbon is longer than 1/5 of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. (<i>NF.1</i>) Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators. (<i>NF.3</i>)				
2 ESC2 D Forthele Sustemer Westhern and Clinet	C/	ARTH SCIENCE ~ WATER and CLIMATE ~ November 6 - February		
3-ESS2.D Earth's Systems: Weather and Climate 3-ESS3.B: Earth and Human Activity: Natural Hazards				
L 3-LS1 From Molecules to Organisms: Structures a		STRUCTURES OF LIFE ~ February 12 - June 7 (Owl Pellet Delive	ry in February) 3-LS3 Heredity: Inheritance and Variation of Tr	aits
	S	l itandards designated in red are for additional unit/topic noted	l	

A quick glance at the essential standards received to your dascooms this month. All grade level standards are expected to be essential standards need to be mastered/secured point to the end of the school year. Integrated Strategies Integrated Strategies Student Gas Setting Student Gas Setting Student Gas Setting Student Gas Setting Student Gas Setting Students tera relation status response to the pompt and students post pompt and students pompt and students post pompt and post pompt and students post pompt and		Elementary Curriculum ESSENTIALS	
Integrated Student Goal String Setting asshelps students key students take not be setting asshelps students are not setting asshelp students for a setting students and setting asshelp students are not setting as not setting asshelp students are not setting asshelp students are not setting as not setting	A quick glance at the		assrooms this month.
Engagement Student Goal Stelling Biended Learning Online Discussions Language (ELLE-andon) May education fail to along the SMM fromat-agoals that specific, mesurable, stainable, relevant, and timely-can be a useful tool for conference, and holp students feel engaged in their learning. South and tool to along tool SMM from tool tool other digital patform. Technolog tool tool students patrone to the prompt and then reply to their classmates. Image the field tool for conference student tool for conference, and holp students feel engaged in their learning. South and tool students patrone student tool for conference to the prompt and then reply to their classmates. Image the field responde to the Discuss esci statement to along tool Source resource to word and tool statement to along tool Source resource to word appropriate rate, and expression on successive readings. Image the field responde tool statement to along tool Source resource to word and expressing the reading is necessary. Excelling - Literature to specific to details and examples in a test when explaining what he test says explicitly and when drawing inferences from the test. Image and the pressing the rown class's tools and tools and tests, buildin and expressing ther own class's. 4.1 Brefer to details and examples in a test when explaining what he test says explicitly and when drawing inferences from the test. Image and the test and test state state and adults, develop and the creating to details and examples in a test when explaining what he test says explicitly and when drawing inferences from the test. Image and the test and test state enters or grade 1 doors and test, buildin and expressing their own clearly. 4.2.1 O	All grade level standards are expected to b	e taught, however the essential standards need to be mastered/	secured prior to the end of the school year.
Student Goal Setting Online Dicassion Inst The FB with can be modified to any produe by area. Stude state hearing is under state state state state and under state states states state states statestate		Integrated Strategies	
apedify, messurable, statushis, relevant, and timely—can be a useful tool for conference, and heip students fiel engaged in their learning. their initial response to the prompt and then reply to their classmates. Bead three statements authored by teached by	Student Goal Setting Setting goals helps students take realistic steps to achieve them.	Online Discussions Students participate in an online discussion in Teams, Canvas, Flip, or	Find The Fib which can be modified to any grade level and/or conte area.
Unit 6: Confronting Challenges English Language Arts Unit 7: Developing a Nation 2: 15: 4: 4: 4: 5: 4: 4: 5: 4: 5: 4: 4: 5: 4: 4: 5: 4: 5: 4: 4: 5: 4: 5: 4: 5: 4: 4: 5: 4:	specific, measurable, attainable, relevant, and timely—can be a useful tool for conferences, and help students feel engaged in their	their initial response to the prompt and then reply to their	Read three statements authored by teacher or peer Discuss each statement with a peer Identify which of the three statements is false
Essential Question: How do we overcome obstacles? January 31 - February 22 (15 days) Essential Question: How do communitie February 22 - March 15 (16 days) Ef. 4.a Read grade-level text with purpose and understanding. Reading Foundational Skills BE.4.4 Descontext to confirm or self-correct word understanding, rereading as necessary. E.4.1 Reading - Literature Speaking & Listening St.4.1 Engage effectively in a range of collaborative diverse partners on grade 4 topics and texts, building and expressing their own clarify. Reading - Informational Text Reading - Informational Text W.4.39 Integrate information from two texts on the same topic in order to write or speak about the subject Nowledgeably. W.4.39 Apply grade 4 Reading standards to literature relevant information from true deptising what he text says explicitly and when drawing inferences from the text. V.4.3 Prograte information from two texts on the same topic in order to write or speak about the subject Nowledgeably. W.4.39 Apply grade 4 Reading standards to literature relevant information from part and gradits sources; take notes and categorize information, and provide a list of sources. L.4.1e form and use prepositional phrases. .4.11 Grade algebraic within sentences according to conventional patterns L.4.1e Grade algebraic words. L.4.4e Consult reference materials both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. L.4.4e Consult reference materials both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Unit 6: Confronting Challenges	English Language Arts	
Ff: 4.4 Read grade-level text with purpose and understanding. Ff: 4.4 Read grade-level proces and poetry orally with accuracy, appropriate rate, and expression on successive readings. Ff: 4.4 Reading - Literature Reading - Literature Speaking & Listening L.1.1. Refer to details and examples in a text when explaining what he text says explicitly and when drawing inferences from the text. Reading - Liferature SL.4.1. Engage effectively in a range of collaborative diverse partners on grade 4 topics and texts, building and expressing their own clearly. R.4.3. Refer to details and examples in a text when explaining what he text says explicitly and when drawing inferences from the text. RL4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. W.4.5. With guidance and support from peers and adults, develop and dults, develop and dults, develop and dults, develop and dults, develop and trends and expressing and editing. W.4.5.9 Apply grade 4 Reading standards to literature relevant information from from experiences or gather relevant information, and provide a list of sources. W.4.9a Apply grade 4 Reading standards to literature relevant information, and provide a list of sources. 4.4.10 Produce complete sentence, recognizing and correcting develop and dults, develop and dults, develop and dults and determine or clarify the precise meaning of key words as clue to the meaning of a word source source and proverbs. L.4.10 Order adjectives within sentences accored to conventional act of sources. 4.4.10 Produce complete sentence, recognizing and correcting develop monunciation and determine or clar	Essential Question: How do we overcome obstacles?		Essential Question: How do communities evolve? February 22 - March 15 (16 days)
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RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. W.4.9a Apply grade 4 Reading standards to literature relevant information and provide a list of sources. L.4.10 Use relative pronouns. L.4.10 Order adjectives within sentences according to conventional patterns L.4.10 Order adjectives within sentences according to conventional patterns L.4.4e Use context as a clue to the meaning of a word L.4.50 Recognize and explain the meaning of common idioms, adages, and proverbs. L.4.4c Ounce advectorian and determine or clarify the precise meaning of key words and phrases. L.4.4e Quire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, envicins, or states of being and that are basic to a particular topic Topic 10 - Extend Multiplication Concept 6 lessons over 10 days Numbers and Operations - Fract 10 sensons over 10 days Students extend previous understandings about how fractions are built from unit fractions, composing fraction equivalence and operations with fractions. They recognin different fractions can be equal (e.g., 15/9 = 5/3), and they develop methods for generating and recognizing equivalent fractions, into unit fractions fractions and the meaning of	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others' idea and expressing their own clearly.
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Subtraction of Fractions & Represent/Interpret Data 15 lessons over 19 days Numbers and Operations - Fractions Mathematics Topic 10 - Extend Multiplication Concept 6 lessons over 10 days Numbers and Operations - Fractions <u>CRITICAL CONTENT AREA 2, NUMBER & OPERATIONS - FRACTIONS:</u> Students develop understanding of fraction equivalence and operations with fractions. They recognidifferent fractions can be equal (e.g., 15/9 = 5/3), and they develop methods for generating and recognizing equivalent fractions. (NF.1; NF.2; NF.3) Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number. (NF.4)		academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are	
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different fractions can be equal (e.g., 15/9 = 5/3), and they develop methods for generating and recognizing equivalent fractions. (NF.1; NF.2; NF.3) Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number. (NF.4)	•		Numbers and Operations - Fractions
	different fractions can be equal (e.g., 15/9 Students extend previous understandings about how fractio	= 5/3), and they develop methods for generating and recognizir ns are built from unit fractions, composing fractions from unit fr	ng equivalent fractions. (NF.1; NF.2; NF.3) ractions, decomposing fractions into unit fractions, and using
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-PS3: Energy: Energy Transfer 4-PS4: Waves and their Applications in Technologies for			

4-PS3: Energy: Energy Transfer	4-PS4: Waves and their Applications in Technologies for	
	Information Transfer: Waves	3-5-ETS1: Engineering Design
Standards designated in red are for additional unit/topic noted.		

February 2024	TH GRADE LEADERSHIP OVERVI	EW Surriculum	
Elementary Curriculum ESSENTIALS			
	essential standards/outcomes you should be seeing in your cl		
All grade level standards are expected to be	e taught, however the essential standards need to be mastered	secured prior to the end of the school year.	
Francesco	Integrated Strategies		
Engagement Student Goal Setting Setting goals helps students take realistic steps to achieve them. Many educators find that using the SMART format—goals that are specific, measurable, attainable, relevant, and timely—can be a useful tool for conferences, and help students feel engaged in their learning.	Blended Learning Online Discussions Students participate in an online discussion in Teams, Canvas, Flip, or other digital platform. Teachers provide a prompt and students post their initial response to the prompt and then reply to their classmates.	Language (ELLevation) Find The Fib which can be modified to any grade level and/or content area. During this activity students will: Read three statements authored by teacher or peer Discuss each statement with a peer Identify which of the three statements is false Share reasoning with peers	
Unit 6: Up Against the WIld Essential Question: What compels us to survive? January 31 - February 21 (15 days)	English Language Arts	Unit 7: Conflicts that Shaped a Nation Essential Question: How does conflict shape a society? February 22 - March 15 (16 days)	
	Reading Foundational Skills		
RF.5.3a 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.5.4a Read grade-level text with purpose and understanding.	RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	
	Reading - Literature		
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	RL.5.10 By the end of the year, read and comprehend literature , including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	
	Reading - Informational Text		
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.4 Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a grade 5 topic or subject area.	RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	
	Language		
L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	L.5.1b Form and use the perfect verb tenses .	L.5.1c Use verb tense to convey various times, sequences, states, and conditions.	
L.5.1d Recognize and correct inappropriate shifts in verb tense	L.5.1e Use correlative conjunctions.	L.5.4a Use context as a clue to the meaning of a word or phrase.	
L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word	L.5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	
Writing		Speaking & Listening	
W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting , or trying a new approach.		SL.5.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	
Topic 7 - Use Equivalent Fractions to Add and Subtract Fractions and Lesson 13-4 concepts 12 lessons over 20 days Numbers and Operations - Fractions	Mathematics	Topic 8 - Multiply Fractions 9 lessons over 14 days Numbers and Operations - Fractions	
	Critical Content Area 1 - Numbers & Operations - Fractions		
Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. (<i>NF.1; NF.2</i>) Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. (Note: this is limited to the case of dividing unit fractions by whole numbers and whole numbers by unit fractions.) (NF.3; NF.4; NF.5; NF.6; NF.7)			
	SCIENCE ~ MIXTURES and SOLUTIONS ~ November 2		
Mixt 5-PS1: Matter and Its Interactions: Reaching Saturation	ures & Solutions ~ Physical Science ~ November 29 - February 5-PS1: Matter and Its Interactions: Fizz Quiz		
-	itandards designated in red are for additional unit/topic noted	3-5-ETS1: Engineering Design	