

# Board of Education Regular Meeting

Monday, June 11, 2012 7:00 PM

PPMS Library, 1 Route 164, Preston, CT 06365

I. Call to Order	<b>Speaker (s)</b> : John Moulson: Chair
II. Pledge of Allegiance	<b>Speaker (s)</b> : John Moulson: Chair
III. Approval of Minutes	<b>Speaker (s)</b> : John Moulson: Chair
IV. Public Comment	<b>Speaker (s)</b> : John Moulson: Chair
V. Board of Education Committee and Other Reports	<b>Speaker (s)</b> : John Moulson: Chair
VI. Superintendent Report, Recommendations and Goals Update	<b>Speaker (s)</b> : Dr. Welch: Superintendent
VII. BOE Expenditure/Projection Report	<b>Speaker (s)</b> : John Moulson: Chair
VIII. Cafeteria Report	<b>Speaker (s)</b> : John Moulson: Chair
IX. New Business	<b>Speaker (s)</b> : John Moulson: Chair
IX.A. Votes Required	<b>Speaker (s)</b> : John Moulson: Chair
IX.B. Discussion	<b>Speaker (s)</b> : John Moulson: Chair
X. Old Business	<b>Speaker (s)</b> : John Moulson: Chair
X.A. Votes Required	<b>Speaker (s)</b> : John Moulson: Chair
X.B. Discussion	<b>Speaker (s)</b> : John Moulson: Chair
XI. Executive Session	<b>Speaker (s)</b> : John Moulson: Chair
XII. Information	<b>Speaker (s)</b> : John Moulson: Chair
XIII. Date and Time of Next Meeting	<b>Speaker (s)</b> : John Moulson: Chair
XIV. Adjournment	<b>Speaker (s)</b> : John Moulson: Chair

**Board of Education Regular Meeting**

May 14, 2012 07:00PM

PVMS Library

**1. Call to Order**

John Moulson called the meeting to order at 7:02PM. Members present: Deborah Burke-Grabarek, Pauline Andruskiewicz, Charles Raymond, Jan Clancy and Sandra Gauthier. Dan Harris was absent. Also present: Dr. Welch; Superintendent, Mrs. Davis-Tomczuk; Director of Curriculum, Instruction and Special Education, Mr. Sirpenski; Director of Finance and School Business Operations, Gloria Homiski; Recording Secretary. Audience: Mr. Bernier; Principal PPMS, Mr. House; Supervisor of Buildings and Grounds, Mrs. Hibbard; Transportation Coordinator, Mr. Levasseur; Technology Coordinator, Arline McCullen, Mrs. Crary, Susan Strader, Karin Davis and Mary Berry; Norwich Adult Education.

**2. Pledge of Allegiance**

**3. Approval of Minutes**

Moved, to approve the regular meeting minutes of April 2, 2012.

Gauthier/Andruskiewicz. Burke-Grabarek, Moulson, Clancy also in favor. Raymond abstained. Motion Carries.

**4. Public Comment**

None

**5. Board of Education Committee and Other Reports**

Budget Sub Committee: did not meet

Community Relations Sub Committee: Met on May 7<sup>th</sup>. Erika Rogers and Dan Rearick joined the committee as staff members. Bill Legler was chosen as a community member. They discussed the possibility of sending out a community wide survey. Their next meeting will be on June 4<sup>th</sup>.

Transportation Sub Committee: did not meet

Audit Sub Committee: did not meet. The Town received 5 bids from auditors. The BOF will have a special meeting on Wednesday, 5-16, at PVMS to review the bids.

Preston Advisory Board: Karin Davis reported that the next PAB meeting is 5-15 at PVMS. Dr. Welch will attend and the survey results will be reviewed.

**6. Superintendent Reports, Recommendations and Goals Update**

Grade 8 Achievement and Recognition Ceremony: June 14<sup>th</sup>, 4PM, PVMS

Grade 8 Awards Ceremony: June 11<sup>th</sup>, 9AM, PPMS

2012-2013 PK and K Enrollment: The forecast estimated 18 students in PK and 39 students in grade K. To date, 17 students have enrolled in PK and 36 students have enrolled in grade K.

Ann-etta Canon Read In: May 18<sup>th</sup> PVMS

CT Ed. Reform: to be discussed at a later date

Referendum: May 15, Town Hall, 12pm-8pm

## **7. BOE Expenditure Report/Projection Report**

Bob Sirpenski reviewed the current Expenditure/Projection Report. He projects a \$235,000 year end surplus. The reason for this surplus is an excess in the health insurance line item, fewer special education students at NFA, a savings in salaries, and a savings in the heating fuel line item.

John Moulson announced that he had to leave at 7:22pm for another meeting. He stated that he would return. In his absence Charles Raymond was acting Chair.

Bob Sirpenski also reviewed the line items that will require transfers. Jan Clancy asked about the procedure for making line item transfers. Dr. Welch reviewed Policy 3160.

Moved, to approve the transfer of \$5000 for office supplies and \$2000 for postage from the workmen's comp. line item. Clancy/Raymond. Unanimous. Motion Carries.

## **8. Cafeteria Report**

Bob Sirpenski also reviewed the Cafeteria Report. The account is ahead as compared to last year at this time despite a lower meal count. This may be due to state reimbursement check timing. The lower lunch count may be due to the decrease in actual enrollment.

Moved, to take the agenda out of order to recognize a guest, Mary Berry; Norwich Adult Education, under 9.2 New Business: Discussion. Burke-Grabarek/Clancy. Unanimous. Motion Carries.

## **9. New Business**

### **9.1. Votes Required**

The Board returned to New Business: Votes Required after completing New Business: Discussion.

Installation of Outdoor Underground Storage Tank:

5 Bids were received. Barry Associates: \$52,222, Environmental Services: \$22,000, Kropp Environmental: \$22,920, Service Station: \$19,971.77 and Superior Engineering: \$34,194.

Moved, to recommend that the Board of Education award the bid for the Outdoor Underground Storage Tank to Service Station Equipment in the amount of \$19,971.77. Andruskiewicz/Gauthier. Unanimous. Motion Carries.

ePlus Group: P.O. 120587:

Emile Levasseur explained that this Purchase Order covers the buy out of the last of 3 leases for technical hardware. It covers 2 battery back up supplies, 3 laptops and 2 desktops.

Moved, to approve P.O. 120587 to ePlus Group in the amount of \$3,677.00 in order to buy out leased computer equipment. Andruskiewicz/Gauthier. Unanimous. Motion Carries.

Nutmeg International P.O. 120611:

The HCU unit failed on a bus causing the brakes to lock up.

Moved, to approve P.O. 120611 to Nutmeg International in the amount of \$3,000.00 in order to repair Bus #3. Andruskiewicz/Clancy. Unanimous. Motion Carries.

Policy 5131.111 Video Surveillance: First Read. Will bring back to the BOE in June.

CSDE Educational Technology Plan Template:

Ivy Davis-Tomczuk and Emile Levasseur worked along with a committee of teachers to prepare this 3 year plan. Dr. Welch thanked the committee for their hard work. A vision statement as well as goals were added to the previous plan.

Moved, to approve the district's proposed 3 year technology plan (2012-2015). Andruskiewicz/Burke-Grabarek. Unanimous. Motion Carries.

## **9.2. Discussion**

Adult Education:

Every community is mandated by state law to provide Adult Ed. Many communities handle this regionally. Norwich Adult Education is the resource for Preston. Their Director is Mary Berry. She explained that her agency provides literacy education, GED's, citizenship, and ELL services. All teachers are certified. Entire project is grant funded. Each Town provides local money that is matched by the state. This year's graduation will be on May 24<sup>th</sup>.

Algebra at PPMS:

Dr. Welch explained the desire to increase the number of 8<sup>th</sup> grade students taking algebra. It is necessary to create these expectations due to the common core standards that are being imposed by the state. Currently, 1 in 3 students qualify for algebra in grade 8.

Internet Acceptable Use Policy:

Policy 6141.321 will be tabled. The posted policy is currently adequate.

At this time Dr. Welch returned to the financials. He explained that since Bob Sirpenski was expecting a surplus he addressed his administrators and asked what they might like to purchase if approved by the Board. Requests for Technology, PVMS Playground Improvement, Video Surveillance, Curriculum and Personnel were discussed.

John Moulson returned at 8:50pm.

It was decided that the BOF would be contacted before excess money is spent.

Mr. Sirpenski also stated that the BOF asked the BOE and the BOS for a 5 year Capital Spending Plan.

## **10. Old Business**

### **10.1. Votes required**

None

### **10.2. Discussion**

None

## **11. Executive Session**

No audience members remained. No need to convene in Executive Session.

The deployment of security devices was discussed.

**12. Information**

**13. Date and Time of Next Meeting**

June 11, 2012

7pm

PVMS Library

**14. Adjournment**

Moved, to adjourn the meeting at 10:15PM. Moulson/Gauthier. Unanimous. Motion Carries.

**Community Survey 2012**  
**Preston School District**

*Change  
to Preston  
Public: Screens*

Project Administrator: Bill Foster

Printed: May 30, 2012, 9:07 am

Powered by: School Perceptions  
[www.SchoolPerceptions.com](http://www.SchoolPerceptions.com)

Within this survey, you will be presented with different categories of questions, each having to do with a unique aspect of the Preston Public Schools. If you are a parent with more than one child in school, please answer the question for your oldest child and use the open-ended comment questions to expand your response for your additional children if needed. Each category will have an area for comments in order for you to express your opinions.

Your responses will enable teachers, administrators and the Board of Education to better determine future direction and form the basis for our planning process.

The Mission of the Preston Public Schools, a partnership of schools, family, and community, is to instill in each child a passion for learning, a life-long quest for knowledge, and the skills to become a responsible and contributing global citizen.

This is accomplished by:

- Recognizing and addressing the uniqueness of each individual
- Providing a diverse, future-focused curriculum
- Supporting and encouraging creativity, innovation, and quality within our partnership
- Creating a positive, nurturing atmosphere
- Providing a safe and healthy environment

Thank you for participating in this survey!

**Respondent Information**

1. What is your age?

18-25     26-35     36-45     46-55     56-64     65 +

2. How many years have you lived in the Preston Public School District?

Less than one year     1 - 5 years     6 - 10 years     11 - 20 years  
 More than 20 years     Do not live in the District

3. Are you employed by Preston Public Schools?

Yes     No

4. Please describe any other relationship you have with the Preston Public Schools:

- Parent of child younger than elementary school age
- Parent of Preston Public Schools graduate(s)
- Grandparent of Preston Public Schools student(s)
- Graduate of Preston Public Schools and/or of its designated high schools
- Volunteer at Preston Public Schools

5. Do you have children attending the Preston Public Schools?

Yes     No

6. Which schools do your children attend? (check all that apply)

Preston Veterans' Memorial School     Preston Plains Middle School

7. If you have a child(ren), how old are they? (Mark all that apply)

3 or under     4-5     6-8     9-11     12-15     16-18

**Communications**

1. Please mark all of the ways that you would like to receive information from the Preston Public Schools:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Attend meetings at schools     | <input type="checkbox"/> Attending school board meetings     | <input type="checkbox"/> Booster Clubs     |
| <input type="checkbox"/> Connect-ED (robo-call)         | <input type="checkbox"/> District website                    | <input type="checkbox"/> Email             |
| <input type="checkbox"/> Facebook                       | <input type="checkbox"/> Other school district staff members | <input type="checkbox"/> PTO meetings      |
| <input type="checkbox"/> School Administration          | <input type="checkbox"/> School district mailings            | <input type="checkbox"/> School newsletter |
| <input type="checkbox"/> Teachers                       | <input type="checkbox"/> Text message                        | <input type="checkbox"/> The Day           |
| <input type="checkbox"/> The Norwich Bulletin           | <input type="checkbox"/> The Pipe Line (local newspaper)     | <input type="checkbox"/> Twitter           |
| <input type="checkbox"/> Preston Advisory Board (P/VMS) | <input type="checkbox"/> Read school board minutes           | <input type="checkbox"/> Other: _____      |

2. Do you believe every teacher/classroom should maintain a webpage?

- Yes  No  Don't know/ No opinion

3. What information would you like to see a teacher's/classroom webpage?

- Class/course descriptions  Upcoming projects/deadlines  Homework assignments  Class rules/expectations
- Volunteer opportunities  Other: \_\_\_\_\_

4. Comment or suggestions to improve communication from the Preston Public Schools:

Curriculum/Behaviors	How important is this item to the success of our students?					How are we doing?				
	Very important	Important	Somewhat important	Not important	Great	Good	Fair	Poor	Don't Know	
Art	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Computer Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Health Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Library Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Physical Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Social Studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Spanish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Balancing school, work, and extra-curricular activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Career planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Community service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Critical thinking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Dealing with peer pressure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Manners and etiquette	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Memory skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Note-taking skills	<input type="radio"/> Very important	<input type="radio"/> Important	<input type="radio"/> Somewhat important	<input type="radio"/> Not important	<input type="radio"/> Great	<input type="radio"/> Good	<input type="radio"/> Fair	<input type="radio"/> Poor	<input type="radio"/> Don't Know
Organizational skills	<input type="radio"/> Very important	<input type="radio"/> Important	<input type="radio"/> Somewhat important	<input type="radio"/> Not important	<input type="radio"/> Great	<input type="radio"/> Good	<input type="radio"/> Fair	<input type="radio"/> Poor	<input type="radio"/> Don't Know
Problem solving skills	<input type="radio"/> Very important	<input type="radio"/> Important	<input type="radio"/> Somewhat important	<input type="radio"/> Not important	<input type="radio"/> Great	<input type="radio"/> Good	<input type="radio"/> Fair	<input type="radio"/> Poor	<input type="radio"/> Don't Know
Realizing education affects future success	<input type="radio"/> Very important	<input type="radio"/> Important	<input type="radio"/> Somewhat important	<input type="radio"/> Not important	<input type="radio"/> Great	<input type="radio"/> Good	<input type="radio"/> Fair	<input type="radio"/> Poor	<input type="radio"/> Don't Know
Recognizing the importance of effort in achieving success	<input type="radio"/> Very important	<input type="radio"/> Important	<input type="radio"/> Somewhat important	<input type="radio"/> Not important	<input type="radio"/> Great	<input type="radio"/> Good	<input type="radio"/> Fair	<input type="radio"/> Poor	<input type="radio"/> Don't Know
Respect for all	<input type="radio"/> Very important	<input type="radio"/> Important	<input type="radio"/> Somewhat important	<input type="radio"/> Not important	<input type="radio"/> Great	<input type="radio"/> Good	<input type="radio"/> Fair	<input type="radio"/> Poor	<input type="radio"/> Don't Know
Setting personal goals	<input type="radio"/> Very important	<input type="radio"/> Important	<input type="radio"/> Somewhat important	<input type="radio"/> Not important	<input type="radio"/> Great	<input type="radio"/> Good	<input type="radio"/> Fair	<input type="radio"/> Poor	<input type="radio"/> Don't Know
Study skills and habits	<input type="radio"/> Very important	<input type="radio"/> Important	<input type="radio"/> Somewhat important	<input type="radio"/> Not important	<input type="radio"/> Great	<input type="radio"/> Good	<input type="radio"/> Fair	<input type="radio"/> Poor	<input type="radio"/> Don't Know
Test-taking skills	<input type="radio"/> Very important	<input type="radio"/> Important	<input type="radio"/> Somewhat important	<input type="radio"/> Not important	<input type="radio"/> Great	<input type="radio"/> Good	<input type="radio"/> Fair	<input type="radio"/> Poor	<input type="radio"/> Don't Know
Time management skills	<input type="radio"/> Very important	<input type="radio"/> Important	<input type="radio"/> Somewhat important	<input type="radio"/> Not important	<input type="radio"/> Great	<input type="radio"/> Good	<input type="radio"/> Fair	<input type="radio"/> Poor	<input type="radio"/> Don't Know
Working well with others	<input type="radio"/> Very important	<input type="radio"/> Important	<input type="radio"/> Somewhat important	<input type="radio"/> Not important	<input type="radio"/> Great	<input type="radio"/> Good	<input type="radio"/> Fair	<input type="radio"/> Poor	<input type="radio"/> Don't Know
2. Comment or suggestions:	<input type="radio"/> Very important	<input type="radio"/> Important	<input type="radio"/> Somewhat important	<input type="radio"/> Not important	<input type="radio"/> Great	<input type="radio"/> Good	<input type="radio"/> Fair	<input type="radio"/> Poor	<input type="radio"/> Don't Know

School Evaluation									
1. How are we doing?									
Our school is a safe place.									
Our school is free from bullying.									
Our school has high expectations.									
Our school is well run.									
Our school implements new "best practice" teaching techniques.									
Our school is carrying out its mission.									
Our school hires and retains effective teachers.									
Students receive instruction that meets their needs.									
Our school assesses and communicates student progress.									
Our school communicates well with parents and the community.									
Our school is a quality operation that meets the learning needs of students.									
Our school consistently enforces rules for all students.									
Our school is led in the right direction.									
If I have a question, there is someone I can contact to get an answer.									
Managing alcohol and drug issues at our school.									
Students at our school feel that they belong.									
Providing options for students who have mastered the regular curriculum.									
Involving parents in important school decisions.									
Extra-curricular athletic activities such as soccer, basketball and track.									
Non-athletic extra-curricular activities such as programs sponsored by the Park and Recreation Department as well as school news paper, talent show and chorus.									

A clean and well maintained facility.	<input type="radio"/>	Great	<input type="radio"/>	Good	<input type="radio"/>	Fair	<input type="radio"/>	Poor	<input type="radio"/>	Don't Know
School pride.	<input type="radio"/>	Great	<input type="radio"/>	Good	<input type="radio"/>	Fair	<input type="radio"/>	Poor	<input type="radio"/>	Don't Know
Providing student transportation,	<input type="radio"/>	Great	<input type="radio"/>	Good	<input type="radio"/>	Fair	<input type="radio"/>	Poor	<input type="radio"/>	Don't Know
Students get the extra help they need at our school.	<input type="radio"/>	Great	<input type="radio"/>	Good	<input type="radio"/>	Fair	<input type="radio"/>	Poor	<input type="radio"/>	Don't Know
2. Comments/suggestions:	<input type="radio"/>	Great	<input type="radio"/>	Good	<input type="radio"/>	Fair	<input type="radio"/>	Poor	<input type="radio"/>	Don't Know

**Technology Planning**

background on spending in technology... this section will be updated based on IT feedback.

1. What priority should each of the following receive for future planning?

	Low	Medium	High	Not Sure
Changing to digital textbooks for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing each student computer access in middle school classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Replacing aging student and staff computers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Replacing old routers/switches for faster network and internet access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Replacing old servers and storage area networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. What type of internet access do you have at your home?

High speed cable/satellite/DSL

Dial up/cell phone tethering

Do not have any home internet access

Don't know, but have internet access

3. Comments/suggestions regarding the District's Technology Plan:

*ELIMINATED I PAD QUESTION*

*"New"*

Future Planning

1. ~~The average class size is 16-20 students.~~  
Would you support increasing core class size to save money?

"New"

Yes  No  Don't know/ No opinion

2. Based on current enrollment trends, the Preston Public Schools could consolidate all operations into one building/Preston Veterans Memorial School. By having one less building, the District could reduce operating expenses by consolidating staff.

Should the District consider consolidating K-8 operations at Preston Veterans Memorial School?

&nbsp;

Yes  No  Don't know/ No opinion

3. Would you support the Preston Public Schools offering a PK program for all age-eligible students (ages 3-4)?

Yes  No  Don't know/ No opinion

4. Comments/suggestions regarding future planning:

**Overall Satisfaction**

1. I would recommend the Preston Public Schools to a friend moving into the area.

Strongly Agree     Agree     Disagree     Strongly Disagree     Don't know/Doesn't apply

2. I am satisfied with the communication that comes from the Preston Public Schools.

Strongly Agree     Agree     Disagree     Strongly Disagree     Don't know/Doesn't apply

3. Overall, the Preston Public Schools offers a high quality academic program.

Strongly Agree     Agree     Disagree     Strongly Disagree     Don't know/Doesn't apply

4. Overall, how satisfied are you with the Preston Public Schools?

Very Satisfied     Satisfied     Not Satisfied     Very Unsatisfied     No Opinion

5. How would you describe the strengths of the Preston Public Schools to someone new to the community?

6. How would you describe the weaknesses of the Preston Public Schools to someone new to the community?

**PRESTON PUBLIC SCHOOLS**

325 SHETUCKET TURNPIKE

PRESTON, CT 06365

Phone: 860-889-6098 ~ Fax: 860-889-8685

DATE	PURCHASE ORDER NUMBER
6/6/2012	120638
AMOUNT	ACCOUNT CODE
\$5,240.00	1-101-0060-0330-2320-0000

**PURCHASE ORDER**

**Purchase Terms and Conditions**

1. Include Material safety data sheets, if applicable
2. Purchase Order # must appear on all packages
3. Packing slips are essential for proper payment
4. District must approve all price increases
5. All PO's and backorders will be cancelled within 90 days

Service Station Equipment, Inc.  
33 Leffingwell Road  
Uncasville, CT 06382

**SHIP PREPAID TO:**

Preston Veterans Memorial School  
325 Shetucket Turnpike  
Preston, CT 06365

Vendor Phone                      Vendor Fax                      Vendor Code B1390

Delivery Required	F.O.B.	Requested by: M House	# Attachments 0
-------------------	--------	--------------------------	--------------------

ITEM	QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
1	1.00 Each	PVMS: Pump Out Tank Bottom, Biocide Treatment; Bus Lot: Pump out tank bottom, Biocide treatment, Add anode bags to 4000/ga diesel tank	\$5,240.00	\$5,240.00
<b>TOTAL</b>				<b>\$5,240.00</b>

**Special Instructions:**

**PURCHASE ORDER AUTHORIZATION**

If checked, payment is with this order.

John J. Welch, Ed.D., Superintendent

**VENDOR**

4000

## **Personnel Certified and Non-Certified**

### **Concepts and Roles in Personnel**

The school system exists for the educational development of the students. To this end, the development of personnel policies for certified and non-certified staff is an essential component of Preston's educational program.

Through its personnel policies, the Board of Education will help establish a school environment to attract and maintain the best-qualified and thereby help provide the best possible student learning environment. The goals of these policies are:

- A. To recruit, select and employ the best qualified personnel to staff the district's schools.
- B. To provide staff compensation and benefits sufficient to attract and retain the district's employees.
- C. To provide an in-service training program to improve performance.
- D. To provide for an evaluation program that will contribute to the continuous improvement of staff personnel.
- E. To assign personnel to ensure that they are used as effectively as possible.

Except as noted below, the Superintendent is authorized to hire certified and non-certified staff for positions authorized by the Board; additions or deletions of staff positions must be specifically voted upon by the Board; provided, however, that the Superintendent may hire special education certified and non-certified staff pursuant to the requirements of a student's IEP. With the exception of daily substitute teachers, any temporary hires, including those arranged through a staffing agency, must be explicitly approved by the Board. Approval must include pay rate, number of weekly hours, duties, and number of weeks on staff.

Certain staff positions, due to their administrative and managerial importance are subject to Board approval. These positions include: the Director of Special Education, Principals, Business Manager, Board Secretary, and Supervisor of Buildings and Grounds. New appointees or promotions to these positions shall be recommended by the Superintendent to the Board for final approval. Approval shall be by vote of the Board; provided, however, that pursuant to Conn. Gen. Statute 10-151, the board may not appoint any individual to an administrative position who has not been expressly recommended for appointment by the Superintendent.

The Superintendent shall produce a report for the October Board meeting and for budgeting purposes (February/March) showing all authorized positions, personnel in said positions, vacancies, salaries, and percentage of full time for each position. For teaching personnel, the report shall also show grades/subjects taught and number of students in each class.

Wages and salaries for non-affiliated personnel shall be recommended by the Superintendent for final approval by the Board. Adjustments to such salaries will normally occur at the first meeting of the Board following final approval by the Town of the annual education budget.

Legal Reference: **Connecticut General Statutes**  
10-220 Duties of boards of education

**Policy adopted: 7/19/10**

Copyright © CABE. All rights reserved.

# 1<sup>st</sup> Grade

## English/Language Arts Alignment—Common Core State Standards and CT Frameworks

NOTE; Standards shown in blue are bridging standards between CT Frameworks and CCSS.

CCSS Standards	CT Framework Grade Level Expectations
<b>Reading Strands: Reading for Literature</b>	
CC.1.R.L.1: Ask and answer questions about key details in a text.	CT.1.R.30: Ask and answer questions about text.
CC.1.R.L.2: Retell stories including key details and demonstrate understanding of their central message or lesson.	CT.K.R.35: Retell information from a story, using proper sequence. --Evidence understanding of the central message or lesson of a story.
CC.1.R.L.3: Describe characters, settings and major events in a story, using key details.	CT.1.R.41: Identify story elements (e.g., characters, setting, plot, theme, conflict and point of view) using key details.
CC.1.R.L.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	CT.1.R.48: Identify the words an author or orator uses to create an image in the reader’s mind.
CC.1.R.L.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	CT.1.R.26: Identify the elements of a genre to help understand the characteristics of different text.
	CT.1.R.28: Tell the purpose for reading a text when the objective is stated.
	CT.1.R.45: Identify whether text is fiction or nonfiction.
CC.1.R.L.6: Identify who is telling the story at various points in a text.	CT.2.R.30: Identify the speaker in a poem and the narrator in a story.
CC.1.R.L.7: Use illustrations and details in a story to describe its characters, setting or events.	CT.1.R.41: Identify story elements (e.g., characters, setting, plot, theme, conflict and point of view) using illustration and story details.
CC.1.R.L.9: Compare and contrast the adventures and experiences of characters in stories.	CT.1.R.47: Make text-to-self and text-to-text connections.
	--Compare and contrast events in stories.
CC.1.R.L.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.	CT.1.R.51: Select “just right” books to independently read based on known criteria.
	CT.1.R.52: Choose a variety of genres to read.
	--By the end of 1 <sup>st</sup> grade, read narrative texts at the upper end of the K-1 grade band (F & P Level I; DRA Level 18; Lexile Level 200-299)

<b>Reading Strands: Reading for Information</b>	
CC.1.R.I.1: Ask and answer questions about key details in a text.	CT.1.R.30: Ask and answer questions about text.
CC.1.R.I.2: Identify the main topic and retell key details of a text.	CT.1.R.32: Read nonfiction text to gain specific information (e.g., main idea and details).
	CT.1.R.42: Identify the topic of and two facts about nonfiction text.
CC.1.R.I.3: Describe the connection between two individuals, events, ideas or pieces of information in a text.	CT.1.R.35: Make text-to-text and text-to-self connections.
	--Identify connections between individuals, events, ideas or pieces of information in a text.
CC.1.R.I.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	CT.1.R.39: Use cueing system to determine meaning of unknown words (e.g., meaning, structure, visual).
CC.1.R.I.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	CT.1.R.31: Recognize and use text features, such as <a href="#">headings, tables of contents, glossaries, electronic menus, icons</a> , maps, graphs) to find information.
CC.1.R.I.6: Distinguish between information provided by pictures and other illustrations and information provided by the words in a text.	CT.1.R.17: Use context clues and pictures to aid in the decoding of new words.
	CT.1.R.34: Create mental imagery about text when prompted by the teacher.
	CT.1.R.48: Identify the words an author or orator uses to create an image in the reader's mind.
	--Distinguish information provided by pictures or illustrations from information provided by words.
CC.1.R.I.7: Use the illustrations and details in a text to describe its key ideas.	CT.1.R.31: Recognize and use text features, such as <a href="#">headings, tables of contents, glossaries, electronic menus, icons</a> , maps, graphs) to find information.
	CT.1.R.32: Read nonfiction text to gain specific information (e.g., main idea and details).
CC.1.R.I.8: Identify the reasons an author gives to support points in a text.	CT.1.R.48: Identify the words an author or orator uses to create an image in the reader's mind.
	--Identify evidence in the text of the author's reasoning or purpose.
CC.1.R.I.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	CT.2.R.42: Read several texts within a genre, about a single topic or by a single author and compare similarities and differences.
CC.1.R.I.10: With prompting and support, read informational texts appropriately complex for grade 1.	CT.1.R.51: Select "just right" books to independently read based on known criteria.

Ct.1.R.52: Choose a variety of genres to read.

--By the end of 1<sup>st</sup> grade, read informational texts at the upper end of the K-1 grade band (F & P Level I; DRA Level 18; Lexile Level 200-299)

<b>Reading Foundational Skills:</b>	
CC.1.R.F.1: Demonstrate understanding of the organization and basic features of print.	
CC.1.R.F.1.a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	CT.PK.R.1: Demonstrate book awareness (e.g., hold book upright, turn pages from front of book to the back, scan pages from top to bottom and left to right).
	CT.PK.R.2: Recognize printed letters (e.g., letters in child’s name).
	CT.PK.R.3: Recognize print conveys meaning.
	CT.1.R.2: Distinguish words from sentences.
CC.1.R.F.2: Demonstrate understanding of spoken words, syllables and sounds.	--Identifies features of a sentence (e.g., first word capitalization, ending punctuation).
	CT.1.R.7: Delete, add and substitute letter sounds in initial position to make different words.
	CT.1.R.12: Match sounds to letters to read words.
CC.1.R.F.2.a: Distinguish long from short vowel sounds in spoken, single-syllable words.	CT.1.R.6: Distinguish long and short vowel sounds in spoken one syllable words.
CC.1.R.F.2.b: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	CT.1.R.9: Blend up to four orally presented phonemes into a correct word.
CC.1.R.F.2.c: Isolate and pronounce initial, medial vowel and final sounds (phonemes) in spoken single-syllable words.	CT.1.R.5: Identify initial, medial and final sounds in words.
CC.1.R.F.2.d: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	CT.1.R.8: Identify the number of syllables in a spoken word.
	CT.1.R.10: Segment one-syllable spoken words into phonemes.
CC.1.R.F.3: Know and apply grade-level phonics and word analysis skills in decoding words.	CT.1.R.12: Match sounds to letters to read words.
	CT.1.R.16: Decode compound words, contractions and words with common inflectional endings (e.g., -s, -es, -ed, -ing).
	CT.1.R.17: Use context clues and pictures to aid in the decoding of new words.
CC.1.R.F.3.a: Know the spelling-sound correspondences for common consonant digraphs.	CT.1.R.13: Know sounds for common letter patterns (e.g., sh, th, eh, oo, ee, igh, ing, ed).
CC.1.R.F.3.b: Decode regularly spelled one-syllable words.	CT.1.R.14: Decode words with common letter patterns (e.g., -ake, ick).
	CT.1.R.15: Decode orthographically regular one-syllable words (e.g., sit, take, need and nonsense words).
CC.1.R.F.3.c: Know final –e and common vowel team conventions	CT.1.R.14: Decode words with common letter patterns (e.g., -ake,

for representing long vowel sounds.	ick). CT.1.R.13: Know sounds for common letter patterns (e.g., sh, th, eh, oo, ee, igh, ing, ed).
CC.1.R.F.3.d: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	CT.1.R.8: Identify the number of syllables in a spoken word. --Evidences understanding that every syllable includes a vowel.
CC.1.R.F.3.e: Decode two-syllable words following basic patterns by breaking the words into syllables.	CT.2.R.8: Decode orthographically regular two-syllable words by using knowledge of sound-symbol relationships, syllable division and the alphabetic principle.
CC.1.R.F.3.f: Read words with inflectional endings.	CT.1.R.16: Decode compound words, contractions and words with common inflectional endings (e.g., -s, -es, -ed, -ing).
CC.1.R.F.3.g: Recognize and read grade appropriate irregularly spelled words.	CT.1.R.18: Read at least 110 high-frequency words (1 <sup>st</sup> Grade Sight Word List).
CC.1.R.F.4: Read with sufficient accuracy and fluency to support comprehension.	
CC.1.R.F.4.a: Read grade-level text with purpose and understanding.	CT.1.R.19: Read aloud, attending to punctuation (e.g., pause at commas and periods, use inflection with questions marks, use excitement with exclamation marks).
	CT.1.R.20: Read aloud familiar informational/expository text and literary/narrative text in a manner that sounds like natural speech.
CC.1.R.F.4.b: Read grade-level text orally with accuracy, appropriate rate and expression.	CT.1.R.21: Read aloud while comprehending unpracticed text with fluency at 55-85 WPM and accuracy of 95% -98% (DRA Level 18).
CC.1.R.F.4.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	CT.1.R.39: Use cueing system to determine meaning of unknown words (e.g., meaning, structure and visual).
	--Uses context and decoding skills to identify words, self-correcting when necessary.

<b>Writing Standards:</b>	
CC.1.W.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	CT.1.W.21: Write reasons for liking something. --Write opinion pieces that include the topic or title of the book, state an opinion about the book, provide a reason for their opinion and provide an ending for the reader.
CC.1.W.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.	--Write personal correspondence (e.g., email, thank you note, friendly letter).
	CT.1.W.20: Write to explain a process. --Write informative/explanatory pieces that include a topic, supply some facts about the topic and provide an ending for the reader.
CC.1.W.3: 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.	CT.1.W.16: Write personal and fictional narratives that consist of three or more related sentences.
	CT.1.W.17: Use action verbs.
	CT.1.W.18: Demonstrate voice (e.g., tone, expressive language). --Use temporal words to signal event order.
	--Write narrative pieces that include two or more sequenced events, details regarding what happened and provide an ending for the reader.
CC.1.W.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	CT.1.W.10: Revise a completed draft by adding, deleting and/or rearranging words.
	CT.1.W.11: Edit drafts for errors in beginning, capitalization and ending punctuation. --Use feedback from adults and peers to revise and strengthen writing by adding details when needed.
	CT.1.W.12: Publish and present completed drafts (e.g., Author's Chair, PowerPoint, Kid Pix, Kidspiration, reading aloud).
CC.1.W.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.	CT.1.W.13: State the way in which changes to the writing made it better.
	CT.1.W.20: Write to explain a process.
CC.1.W.7: Participate in shared research and writing projects (e.g., explore a number of "how to" books on a given topic and use them to write a sequence of instructions).	
CC.1.W.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	CT.1.W.8: Plan; generate ideas from experiences or provided sources.

<b>Speaking &amp; Listening Standards:</b>	
CC.1.SL.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	CT.1.OL.3: Listen for specific information in order to respond to questions.
	CT.1.OL.4: Listen to acquire information from a variety of sources.
	CT.1.OL.5: Ask questions for clarification and understanding.
CC.1.SL.1.a: 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).	CT.1.OL.1: Listen attentively to others without interrupting.
	CT.1.OL.2: Maintain eye contact, in line with cultural traditions, when listening to others.
	CT.1.OL.7: Stay on topic.
CC.1.SL.1.b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	CT.1.OL.7: Stay on topic.
	CT.1.OL.9: Express ideas in logical sequence.
	--Engage in reciprocal conversations by responding to the comments of others.
CC.1.SL.1.c: Ask questions to clear up any confusion about the topics and texts under discussion.	CT.1.OL.5: Ask <b>and answer</b> questions for clarification and understanding.
CC.1.SL.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	CT.1.R.30: Ask and answer questions about text <b>and information presented</b> .
CC.1.SL.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	CT.1.OL.5: Ask <b>and answer</b> questions for clarification and understanding.
CC.1.SL.4: Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.	CT.1.OL.8: Use descriptive words when speaking about familiar people, places, things and events.
	CT.1.OL.13: Tell personal narratives using organizational patterns, including beginning, middle and end.
	CT.1.OL.14: Retell stories using story grammar and relating the sequence of story elements by answering who, what, when, where and how questions.
CC.1.SL.6: Produce complete sentences when appropriate to task and situation.	CT.1.OL.11: Use English language syntax for simple sentences (may inappropriately use plural and past tense).

<b>Language Standards:</b>	
CC.1.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	CT.1.W.3: Use period, question marks and exclamation points.
	CT.1.W.6: Use capital letters for the first word in a sentence.
CC.1.L.1.a: Print all upper- and lowercase letters.	-- <a href="#">Legibly print all upper- and lowercase letter.</a>
CC.1.L.1.b: Use common, proper and possessive nouns.	CT.1.W.5: Use simple singular and plural nouns.
	CT.2.W.12: Use nouns in sentences (e.g., singular, plural, common, proper, possessive).
CC.1.L.1.c: Use singular and plural nouns with matching verbs in basic sentences.	CT.1.W.4: Use nouns, verbs and adjectives.
	CT.1.W.5: Use simple singular and plural nouns.
CC.1.L.1.d: Use personal, possessive and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).	CT.1.OL.10: Use vocabulary that is accurate and reasonably specific. -- <a href="#">Use pronouns to refer to self and others.</a>
CC.1.L.1.e: Use verbs to convey a sense of past, present and future.	CT.1.W.4: Use nouns, verbs and adjectives.
	-- <a href="#">Use verbs to convey time (e.g., past, present, future).</a>
CC.1.L.1.f: Use frequently occurring adjectives.	CT.1.W.4: Use nouns, verbs and adjectives.
CC.1.L.1.g: Use frequently occurring conjunctions.	CT.1.OL.9: Express ideas in logical sequence.
	CT.2.W.17: Combine simple sentences into compound sentences by using and/or/but.
CC.1.L.1.h: Use determiners (e.g., articles, demonstratives).	-- <a href="#">Use articles and demonstratives (e.g., a, the, this, that, these, those, each, some, either, my, your).</a>
CC.1.L.1.i: Use frequently occurring prepositions (e.g., during, beyond, toward).	-- <a href="#">Use frequently occurring prepositions (e.g., during, beyond, toward).</a>
CC.1.L.1.j: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	-- <a href="#">Produce and expand simple declarative, interrogative, imperative and exclamatory sentences in response to prompts.</a>
	CT.2.W.17: Combine simple sentences into compound sentences by using and/or/but.
CC.1.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	CT.1.W.4: Use nouns, verbs and adjectives.
	CT.1.W.5: Use simple singular and plural nouns.
	CT.1.W.6: Use capital letters for the first word in a sentence.
CC.1.L.2.a: Capitalize dates and names of people.	CT.2.W.10: Capitalize names, pronoun "I", proper nouns, days, months, holidays, and salutation and closing of a letter.
CC.1.L.2.b: Use end punctuation for sentences.	CT.1.W.3: Use periods, question marks and exclamation points.
CC.1.L.2.c: Use commas in dates and to separate single words in a series.	CT.2.W.8: Use commas in a series (e.g., after greeting and closing of a letter, in a date, between city and state).

CC.1.L.2.d: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	CT.1.W.2: Use spelling approximations including beginning, middle and ending sounds and conventional spelling of common words (i.e., onset and rime, short vowel patterns, blends, digraphs, long vowel silent –e). --Spell high frequency sight words.
CC.1.L.2.e: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	CT.1.W.2: Use spelling approximations including beginning, middle and ending sounds and conventional spelling of common words (i.e., onset and rime, short vowel patterns, blends, digraphs, long vowel silent –e). --Spell nonsense words and previously untaught words by identifying beginning, middle and ending sounds and applying conventions spelling patterns.
CC.1.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	CT.1.R.22: Recognize words that have more than one meaning. CT.2.R.16: Explain multiple meanings of common words.
CC.1.L.4.a: Use sentence-level context as a clue to the meaning of a word or phrase.	CT.2.R.19: Reread and read on to determine meaning of unknown words.
CC.1.L.4.b: Use frequently occurring affixes as a clue to the meaning of a word.	CT.2.R.18: Use prefixes, suffixes, inflectional endings and abbreviated words to determine the meaning of unknown words.
CC.1.L.4.c: Identify frequently occurring root words and their inflectional forms.	CT.2.R.18: Use prefixes, suffixes, inflectional endings and abbreviated words to determine the meaning of unknown words.
CC.1.L.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	
CC.1.L.5.a: Sort words into categories to gain a sense of the concepts the categories represent.	CT.1.R.23: Classify categories of words.
CC.1.L.5.b: Define words by category and by one or more key attributes.	--Define category members by one or more key attributes.
CC.1.L.5.c: Identify real-life connections between words and their use.	--Make connections between target vocabulary words and previous experience or background knowledge.
CC.1.L.5.d: Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.	--Distinguish between manner of doing something (e.g., run vs. jog vs. sprint). --Distinguish between intensity of describing words (e.g., wet vs. moist vs. soaking).
CC.1.L.6: Use words and phrases acquired through conversations, reading and being read to and responding to texts, including using	CT.1.OL.14: Retell stories and informational text using text grammar and relating the sequence of elements by answering who, what, when,

frequently occurring conjunctions to signal simple relationships.

where and how questions.

CT.1.OL.8: Use descriptive words when speaking about familiar people, places, things and events.

# Preston English/Language Arts Curriculum

## Unit Planning Organizer – Unit 3

### 1<sup>st</sup> Grade

**Unit of Study:** Reading – Engaging with Non-Fiction; Writing – Expository/Opinion Pieces

**Pacing:** 45 days

#### **Overarching Common Core State Standards:**

**CC.1.R.I.1: Ask and answer questions about key details in a text.**

**CC 1.R.I.2: Identify the main topic and retell key details of a text.**

**CC.1.R.I.3: Describe the connection between two individuals, events, ideas or pieces of information in a text.**

CC.1.R.I.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

CC.1.R.I.5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

CC.1.R.I.6: Distinguish between information provided by pictures and other illustrations and information provided by the words in a text.

CC.1.R.I.7: Use the illustrations and details in a text to describe its key ideas.

**CC.1.R.I.8: Identify the reasons an author gives to support points in a text.**

**CC.1.R.I.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).**

CC.1.R.I.10: With prompting and support, read informational texts appropriately complex for grade 1.

**CC.1.W.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.**

**CC.1.W.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.**

CC.1.W.5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

NOTE: Applicable standards from Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

#### **Overarching CT Standards/Grade Level Expectations:**

CT.1.R.17: Use context clues and pictures to aid in the decoding of new words.

CT.1.R.30: Ask and answer questions about text.

CT.1.R.32: Read nonfiction text to gain specific information (e.g., main idea and details).

- CT.1.R.34: Create mental imagery about text when prompted by the teacher.
- CT.1.R.35: Make text-to-text and text-to-self connections.
- CT.1.R.39: Use cueing system to determine meaning of unknown words (e.g., meaning, structure, visual).
- CT.1.R.42: Identify the topic of and two facts about nonfiction text.
- CT.1.R.48: Identify the words an author or orator uses to create an image in the reader's mind.
- CT.1.R.51: Select "just right" books to independently read based on known criteria.
- CT.1.R.52: Choose a variety of genres to read.
- CT.2.R.42: Read several texts within a genre, about a single topic or by a single author and compare similarities and differences.
- CT.1.W.10: Revise a completed draft by adding, deleting and/or rearranging words.
- CT.1.W.11: Edit drafts for errors in beginning, capitalization and ending punctuation.
- CT.1.W.13: State the way in which changes to the writing made it better.
- CT.1.W.19: Write personal correspondence (e.g., email, thank you note, friendly letter).
- CT.1.W.21: Write reasons for liking something.
- CT.1.W.20: Write to explain a process.

### **Bridging Standards:**

- Identify connections between individuals, events, ideas or pieces of information in a text.
- Recognize and use text features, such as headings, tables of contents, glossaries, electronic menus, icons, maps, graphs) to find information.
- Distinguish information provided by pictures or illustrations from information provided by words.
- Recognize and use text features, such as headings, tables of contents, glossaries, electronic menus, icons, maps, graphs) to find information.
- Identify evidence in the text of the author's reasoning or purpose.
- By the end of 1st grade, read informational texts at the upper end of the K-1 grade band (F & P Level I; DRA Level 16; Lexile Level 200-299)
- Write opinion pieces that include the topic or title of the book, state an opinion about the book, provide a reason for their opinion and provide an ending for the reader.
- Write informative/explanatory pieces that include a topic, supply some facts about the topic and provide an ending for the reader.
- Use feedback from adults and peers to revise and strengthen writing by adding details when needed.

### **Priority Standards:**

- CC.1.R.I.1: Ask and answer questions about key details in a text.**
- CC 1.R.I.2: Identify the main topic and retell key details of a text.**
- CC.1.R.I.3: Describe the connection between two individuals, events, ideas or pieces of information in a text.**
- CC.1.R.I.8: Identify the reasons an author gives to support points in a text.**

**CC.1.R.I.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).**

**CC.1.W.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.**

**CC.1.W.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.**

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

<b>Concepts (What Students Should Know)</b>	<b>Skills (What Students Should Be Able To Do)</b>	<b>Bloom’s Revised Taxonomy Level</b>
Key details in a text	Ask and answer	Remembering
Main topic	Identify	Understanding
Key details	Retell	Remembering
Connection between two individuals, events, ideas or pieces of information in a text	Describe	Remembering
Basic similarities in and differences between two texts on the same topic	Identify	Understanding
Opinion pieces that introduce topic, state an opinion, supply a reason for the opinion and provide closure.	Write	Creating
Informative/explanatory texts that name a topic, supply some facts and provide closure.	Write	Creating

<b>Essential Questions</b>	<b>Big Ideas</b>
What is the purpose of expository text?	The purpose of expository text is to inform or educate the reader.
How does expository text inform or educate the reader?	Expository text gives factual information about a specific topic through table of contents, headings, diagrams and maps.

# Preston English/Language Arts Curriculum

## Unit Planning Organizer – Unit 2

### 1<sup>st</sup> Grade

**Unit of Study:** Reading – Engaging with Fiction; Writing – Narrative (Descriptive)

**Pacing:** 45 days

#### Overarching Common Core State Standards:

**CC.1.R.L.1:** Ask and answer questions about key details in a text.

**CC.1.R.L.2:** Retell stories including key details and demonstrate understanding of their central message or lesson.

**CC.1.R.L.3:** Describe characters, settings and major events in a story, using key details.

CC.1.R.L.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

**CC.1.R.L.5:** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

CC.1.R.L.6: Identify who is telling the story at various points in a text.

CC.1.R.L.7: Use illustrations and details in a story to describe its characters, setting or events.

CC.1.R.L.9: Compare and contrast the adventures and experiences of characters in stories.

CC.1.R.L.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.

**CC.1.W.3:** 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.

CC.1.W.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.

NOTE: Applicable standards from Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

#### Overarching CT Standards/Grade Level Expectations:

CT.K.R.35: Retell information from a story, using proper sequence.

CT.1.R.26: Identify the elements of a genre to help understand the characteristics of different text.

CT.1.R.28: Tell the purpose for reading a text when the objective is stated.

CT.1.R.30: Ask and answer questions about text.

CT.1.R.41: Identify story elements (e.g., characters, setting, plot, theme, conflict and point of view) using key details.

CT.1.R.45: Identify whether text is fiction or nonfiction.

**CT.1.R.47:** Make text-to-self and text-to-text connections.

CT.1.R.48: Identify the words an author or orator uses to create an image in the reader's mind.

- CT.1.R.51: Select “just right” books to independently read based on known criteria.
- CT.1.R.52: Choose a variety of genres to read.
- CT.2.R.30: Identify the speaker in a poem and the narrator in a story.
- CT.1.W.12: Publish and present completed drafts (e.g., Author’s Chair, PowerPoint, Kid Pix, Kidspiration, reading aloud).
- CT.1.W.13: State the way in which changes to the writing made it better.
- CT.1.W.16: Write personal and fictional narratives that consist of three or more related sentences.
- CT.1.W.17: Use action verbs
- CT.1.W.18: Demonstrate voice (e.g., tone, expressive language).

**Bridging Standards:**

- Identify story elements using illustrations and story details.
- Evidence understanding of the central message or lesson of a story.
- Compare and contrast events in stories.
- By the end of 1<sup>st</sup> grade, read narrative texts at the upper end of the K-1 grade band (F & P Level I; DRA Level 16; Lexile Level 200-299)
- Use temporal words to signal event order.
- Write narrative pieces that include two or more sequenced events, details regarding what happened and provide an ending for the reader.

**Priority Standards:**

- CC.1.R.L.1: Ask and answer questions about key details in a text.**
- CC.1.R.L.2: Retell stories including key details and demonstrate understanding of their central message or lesson.**
- CC.1.R.L.3: Describe characters, settings and major events in a story, using key details.**
- CC.1.R.L.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.**
- CC.1.W.3: 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.**
- CT.1.R.47: Make text-to-self and text-to-text connections.**

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

<b>Concepts (What Students Should Know)</b>	<b>Skills (What Students Should Be Able To Do)</b>	<b>Bloom’s Revised Taxonomy Level</b>
Key details in a text	Ask and answer questions	Remembering
Stories including key details	Retell	Remembering

Central message or lesson	Demonstrate understanding	Understanding
Major differences between books that tell stories and books that give information	Explain	Understanding
Narratives with two or more sequenced events, some details, temporal words and a sense of closure	Write	Creating
Text-to-text and text-to-self connections	Make connections	Analyzing

<b>Essential Questions</b>	<b>Big Ideas</b>
What is the purpose of narrative text?	The purpose of narrative text is to entertain the reader
How does narrative text entertain the reader?	A narrative text entertains by telling a story about characters in a specific place involving a problem and its solution.

# Preston English/Language Arts Curriculum

## Unit Planning Organizer – Unit 1

### 1<sup>st</sup> Grade

**Unit of Study:** Reading - Foundational Skills; Writing - Reader Response Journal, Free Writing, Captions  
**Pacing:** 45 days

#### Overarching Common Core State Standards:

**CC.1.R.F.1: Demonstrate understanding of the organization and basic features of print.**

CC.1.R.F.1.a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

**CC.1.R.F.2: Demonstrate understanding of spoken words, syllables and sounds.**

CC.1.R.F.2.a: Distinguish long from short vowel sounds in spoken, single-syllable words.

CC.1.R.F.2.b: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

CC.1.R.F.2.c: Isolate and pronounce initial, medial vowel and final sounds (phonemes) in spoken single-syllable words.

CC.1.R.F.2.d: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

**CC.1.R.F.3: Know and apply grade-level phonics and word analysis skills in decoding words.**

CC.1.R.F.3.a: Know the spelling-sound correspondences for common consonant digraphs.

CC.1.R.F.3.b: Decode regularly spelled one-syllable words.

CC.1.R.F.3.c: Know final –e and common vowel team conventions for representing long vowel sounds.

CC.1.R.F.3.d: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

CC.1.R.F.3.e: Decode two-syllable words following basic patterns by breaking the words into syllables.

CC.1.R.F.3.f: Read words with inflectional endings..

CC.1.R.F.3.g: Recognize and read grade appropriate irregularly spelled words.

**CC.1.R.F.4: Read with sufficient accuracy and fluency to support comprehension.**

CC.1.R.F.4.a: Read grade-level text with purpose and understanding.

CC.1.R.F.4.b: Read grade-level text orally with accuracy, appropriate rate and expression.

CC.1.R.F.4.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### Overarching CT Standards/Grade Level Expectations:

CT.1.R.5: Identify initial, medial and final sounds in words.

CT.1.R.6: Distinguish long and short vowel sounds in spoken one syllable words.

CT.1.R.8: Identify the number of syllables in a spoken word.

CT.1.R.9: Blend up to four orally presented phonemes into a correct word.

CT.1.R.10: Segment one-syllable spoken words into phonemes.

- CT.1.R.12: Match sounds to letters to read words.
- CT.1.R.13: Know sounds for common letter patterns (e.g., sh, th, eh, oo, ee, igh, ing, ed).
- CT.1.R.14: Decode words with common letter patterns (e.g., -ake, ick).
- CT.1.R.15: Decode orthographically regular one-syllable words (e.g., sit, take, need and nonsense words).
- CT.1.R.16: Decode compound words, contractions and words with common inflectional endings (e.g., -s, -es, -ed, -ing).
- CT.1.R.17: Use context clues and pictures to aid in the decoding of new words.
- CT.1.R.18: Read at least 110 high-frequency words.
- CT.1.R.19: Read aloud, attending to punctuation (e.g., pause at commas and periods, use inflection with questions marks, use excitement with exclamation marks).
- CT.1.R.20: Read aloud familiar informational/expository text and literary/narrative text in a manner that sounds like natural speech.
- CT.1.R.39: Use cueing system to determine meaning of unknown words (e.g., meaning, structure and visual).
- CT.2.R.8: Decode orthographically regular two-syllable words by using knowledge of sound-symbol relationships, syllable division and the alphabetic principle.

**Bridging Standards:**

- Identifies features of a sentence (e.g., first word capitalization, ending punctuation).
- Evidences understanding that every syllable includes a vowel.
- Read aloud while comprehending unpracticed text with fluency at 55-85 WPM and accuracy of 95% -98% (DRA Level 18).
- Uses context and decoding skills to identify words, self-correcting when necessary.

**Priority Standards:**

- CC.1.R.F.1: Demonstrate understanding of the organization and basic features of print.**
- CC.1.R.F.2: Demonstrate understanding of spoken words, syllables and sounds.**
- CC.1.R.F.3: Know and apply grade-level phonics and word analysis skills in decoding words.**
- CC.1.R.F.4: Read with sufficient accuracy and fluency to support comprehension.**

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

<b>Concepts (What Students Should Know)</b>	<b>Skills (What Students Should Be Able To Do)</b>	<b>Bloom’s Revised Taxonomy Level</b>
Organization and basic features of print	Demonstrate understanding	Understanding
Spoken words, syllables and sounds	Demonstrate understanding	Understanding
Grade-level phonics and word analysis skills	Know and apply	Remembering
Comprehension	Read with accuracy and fluency	Applying

<b>Essential Questions</b>	<b>Big Ideas</b>
What do you need to do to be a reader?	A reader is able to read words and understand them.
What do you need to do to be a writer?	A writer is able to use words to convey meaning.

# Preston English/Language Arts Curriculum

## Unit Planning Organizer – Unit 4

### 1<sup>st</sup> Grade

**Unit of Study:** Reading - Comparing Fiction and Non-Fiction; Writing – Research and Presentation

**Pacing:** 45 days

#### **Overarching Common Core State Standards:**

**CC.1.R.L.2:** Retell stories including key details and demonstrate understanding of their central message or lesson.

**CC.1.R.L.5:** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

**CC 1.R.I.2:** Identify the main topic and retell key details of a text.

CC.1.R.I.3: Describe the connection between two individuals, events, ideas or pieces of information in a text.

CC.1.W.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

CC.1.W.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic and provide some sense of closure.

CC.1.W.3: 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.

CC.1.W.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including collaboration with peers.

#### **Overarching CT Standards/Grade Level Expectations:**

CT.K.R.35: Retell information from a story, using proper sequence.

CT.1.R.26: Identify the elements of a genre to help understand the characteristics of different text.

CT.1.R.28: Tell the purpose for reading a text when the objective is stated.

CT.1.R.32: Read nonfiction text to gain specific information (e.g., main idea and details).

CT.1.R.35: Make text-to-text and text-to-self connections.

CT.1.R.42: Identify the topic of and two facts about nonfiction text.

CT.1.R.45: Identify whether text is fiction or nonfiction.

CT.1.W.13: State the way in which changes to the writing made it better.

CT.1.W.16: Write personal and fictional narratives that consist of three or more related sentences.

CT.1.W.17: Use action verbs.

CT.1.W.18: Demonstrate voice (e.g., tone, expressive language).

CT.1.W.19: Write personal correspondence (e.g., email, thank you note, friendly letter).

CT.1.W.20: Write to explain a process.

CT.1.W.21: Write reasons for liking something.

**Bridging Standards:**

--Evidence understanding of the central message or lesson of a story.

--Identify connections between individuals, events, ideas or pieces of information in a text.

--Write opinion pieces that include the topic or title of the book, state an opinion about the book, provide a reason for their opinion and provide an ending for the reader.

--Write informative/explanatory pieces that include a topic, supply some facts about the topic and provide an ending for the reader.

--Use temporal words to signal event order.

--Write narrative pieces that include two or more sequenced events, details regarding what happened and provide an ending for the reader.

**Priority Standards:**

**CC.1.R.L.2: Retell stories including key details and demonstrate understanding of their central message or lesson.**

**CC.1.R.L.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.**

**CC 1.R.I.2: Identify the main topic and retell key details of a text.**

**CC.1.W.7: Participate in shared research and writing projects (e.g., explore a number of “how to” books on a given topic and use them to write a sequence of instructions).**

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

<b>Concepts (What Students Should Know)</b>	<b>Skills (What Students Should Be Able To Do)</b>	<b>Bloom’s Revised Taxonomy Level</b>
Stories including key details	Retell	Remembering
Central message or lesson	Demonstrate understanding	Understanding
Major differences between books that tell stories and books that give information	Explain	Understanding
Main topic	Identify	Understanding
Key details of text	Retell	Remembering
Shared research and writing projects	Participate	Applying

<b>Essential Questions</b>	<b>Big Ideas</b>
----------------------------	------------------

How are narrative texts and expository texts different from each other?	Narrative texts entertain the reader with story components; expository text educates the reader with facts and information
---	--

## 3<sup>rd</sup> Grade

### English/Language Arts Alignment—Common Core State Standards and CT Frameworks

NOTE: Standards shown in blue are bridging standards between CT Frameworks and CCSS.

CCSS Standards	CT Frameworks Grade Level Expectations
<b>Reading Strands: Reading for Literature</b>	
CC.3.R.L.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer.	CT.3.R.23: Ask and answer questions, basing responses on textual evidence.
CC.3.R.L.2: Recount stories, including fables, folktales and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.	CT.3.R.33: State the theme in literary text.
	CT.3.R.39: Recognize values, ethics and beliefs included in a text and how they are conveyed through key details.
	CT.3.R.40: Select, synthesize and use relevant information from a text to include in an extension or response to the text.
	CT.3.R.42: Discuss the culture and/or traditions described in a piece of literature and explain how they are similar or different from those of the reader.
CC.3.R.L.3: Describe characters in a story and explain how their actions contribute to the sequence of events.	CT.3.R.43: Listen to, read and discuss a variety of literature representing different perspectives of family friendship, culture and tradition.
	CT.3.R.29: Describe characters' physical and personality traits, motivations and feelings.
	CT.3.R.31: Describe the conflict faced by a character in a story, and explain how a character's actions contribute to the sequence of events.
CC.3.R.L.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	CT.3.R.35: Draw conclusions based on implicit or explicit evidence from text; use these conclusions to develop own point of view.
	CT.3.R.16: Use prior knowledge, context, pictures, illustrations and diagrams to predict, clarify and/or expand word meaning, including multiple-meaning words.
	CT.3.R.41: Identify the author's use of literary devices.
CC.3.R.L.5: Refer to parts of stories, dramas and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	--Distinguish literal meaning of words and phrases from non-literal.
	--Refer to specific passages of text when writing or speaking about stories, dramas and poems.
	--Use appropriate terminology to identify parts of stories, dramas and poems (e.g., chapter, scene, stanza).

	--Describe how successive parts of stories, dramas and poems build on earlier sections.
CC.3.R.L.6: Distinguish their own point of view from that of the narrator or those of the characters.	CT.3.R.26: Explain first-, second- and third-person point of view.
	CT.3.R.35: Draw conclusions based on implicit or explicit evidence from text; use these conclusions to develop own point of view.
	CT.3.R.36: Decide an author's purpose for including particular information in text.
CC.3.R.L.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.	CT.3.R.1: Use phonetic, structural, syntactical and contextual clues to read and understand words.
	CT.3.R.16: Use prior knowledge, context, pictures, illustrations and diagrams to predict, clarify and/or expand word meaning, including multiple-meaning words.
	CT.3.R.20: Articulate what is known about the text topic based on the title, author, pictures, illustrations, prior knowledge (e.g., how illustrations convey mood and emphasize aspects of character or setting).
	CT.3.R.21: Make relevant predictions about what will probably happen in a story or what will be learned based on title, cover, chapter headings, illustrations, etc.
CC.3.R.L.9: Compare and contrast the themes, settings and plots of stories written by the same author about the same or similar characters.	CT.3.R.45: Cite favorite authors and books and support with reasons.
	--Compare and contrast themes, settings and plots of stories from a series written by the same author.
CC.3.R.L.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.	CT.3.R.11: Read at least 600 high-frequency words (see 3 <sup>rd</sup> Grade High Frequency Word List).
	--By the end of 3 <sup>rd</sup> grade, read and comprehend narrative texts in the 2-3 grade band (F & P Level P, DRA Level 38, Lexile Level 450-790), independently and proficiently.

<b>Reading Strands: Reading for Information</b>	
CC.3.R.I.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	CT.3.R.23: Ask and answer questions, basing responses on textual evidence.
CC.3.R.I.2: Determine the main idea of a text, recount the key details and explain how they support the main idea.	CT.3.R.32: State the main idea with supporting details in informational text; explain how the details support the main idea.
	CT.3.R.38: Identify and explain text structures (e.g., sequence, main idea/details, compare/contrast, cause and effect).
CC.3.R.I.3: 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.	--Use appropriate language related to time, sequence or cause/effect to describe the relationship between ideas or concepts, a series of events or steps in a process.
	CT.3.R.38: Identify and explain text structures (e.g., sequence, main idea/details, compare/contrast, cause and effect).
	CT.3.R.35: Draw conclusions based on implicit or explicit evidence from text; use these conclusions to develop own point of view.
	CT.3.R.41: Describe procedures sequentially.
CC.3.R.I.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	CT.3.R.16: Use prior knowledge, context, pictures, illustrations and diagrams to predict, clarify and/or expand word meaning, including multiple-meaning words.
	CT.3.R.18: Define words and concepts necessary for understanding math, science, social studies, literature and other content area text.
	CT.3.R.17: Use new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, in own oral and written communication.
	CT.3.R.15: Use glossary, dictionary and thesaurus to find and confirm word meanings.
CC.3.R.I.5: Use text features and search tools to locate information relevant to a given topic efficiently.	--Use text features and search tools (electronic text) to locate information relevant to a given topic.
CC.3.R.I.6: Distinguish their own point of view from that of the author of a text.	CT.3.R.35: Draw conclusions based on implicit or explicit evidence from text; use these conclusions to develop own point of view.
	CT.3.R.39: Recognize values, ethics and beliefs included in a text.
	CT.3.R.36: Decide an author's purpose for including particular information in text.
CC.3.R.I.7: Use information gained from illustrations and the words in a text to demonstrate understanding of the text.	CT.3.R.20: Articulate what is known about the text topic based on the title, author, pictures, illustrations, prior knowledge (e.g., how illustrations emphasize specific information).

	CT.3.R.21: Make relevant predictions about what will probably happen in a story or which will be learned based on title, cover, chapter headings, illustrations, etc.
	CT.3.R.27: Interpret graphical information.
	CT.3.R.37: Interpret meaning based on charts, graphs, maps, illustrations, photos in text.
CC.3.R.I.8: Describe the logical connection between particular sentences and paragraphs in a text.	--Describe the logical connection between particular sentences and paragraphs in a text.
	CT.3.R.38: Identify and explain text structures (e.g., sequence, main idea/details, compare/contrast, cause and effect).
CC.3.R.I.9: Compare and contrast the most important points and key details presented in two texts on the same topic.	--Compare and contrast important points and details from two texts on the same topic.
CC.3.R.I.10: By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts at the high end of the grade 2-3 text complexity band independently and proficiently.	--By the end of 3 <sup>rd</sup> grade, read and comprehend informational texts in the 2-3 grade band (F & P Level P, DRA Level 38, Lexile Level 450-790) independently and proficiently.

<b>Foundational Skills Standards</b>	
CC.3.R.F.3: Know and apply grade-level phonics and word analysis skills in decoding words.	CT.3.R.11: Read at least 600 high-frequency words (see 3 <sup>rd</sup> Grade High Frequency Word List).
CC.3.R.F.3.a: Identify and know the meaning of the most common prefixes and derivational suffixes.	CT.3.R.2: Know sounds for a wide range of suffixes and prefixes.
	CT.3.R.4: Infer word meanings from roots, prefixes and suffixes.
CC.3.R.F.3.b: Decode words with common Latin suffixes.	CT.3.R.2: Know sounds for a wide range of suffixes and prefixes.
CC.3.R.F.3.c: Decode multisyllable words.	CT.3.R.1: Use phonetic, structural, syntactical and contextual clues to read and understand words.
	CT.3.R.3: Use letter-sound correspondence, structural analysis and syllable patterns to decode multisyllable words.
CC.3.R.F.3.d: Read grade-appropriate irregularly spelled words.	CT.3.R.5: Recognize automatically common regular and irregular words.
	Ct.3.R.10: Read words containing complex letter patterns and/or word families in isolation and in context.
CC.3.R.F.4: Read with sufficient accuracy and fluency to support comprehension.	
CC.3.R.F.4.a: Read grade-level text with purpose and understanding.	--By the end of 3 <sup>rd</sup> grade, read and comprehend narrative and informational texts in the 2-3 grade band (F & P Level P, DRA Level 38, Lexile Level 450-790) independently and proficiently.
	CT.3.R.12: Read aloud informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing and expression.
CC.3.R.F.4.b: Read grade-level prose and poetry orally with accuracy, appropriate rate and expression.	--Read aloud while comprehending unpracticed text with fluency of 90-125 WPM and accuracy of 96%-98% (DRA Level 38).
	CT.3.R.12: Read aloud informational/expository text and literary/narrative text accurately, using appropriate pacing, phrasing and expression.
CC.3.R.F.4.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	--Use context to accurately read words, self-correcting as necessary.

<b>Writing Standards:</b>	
CC.3.W.1: Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.	CT.3.W.43: Write two or more paragraphs, stating an opinion and supporting that opinion with <b>reasons/details</b> .
CC.3.W.1.a: Introduce the topic or text they are writing about, state an opinions, and create an organizational structure that lists reasons.	--Create an organizational structure for writing opinions that includes introduction to topic or text, opinion statement, related reasons and concluding statement/section.
CC.3.W.1.b: Provide reasons that support the opinion.	--Create an organizational structure for writing opinions that includes introduction to topic or text, opinion statement, related reasons and concluding statement/section.
CC.3.W.1.c: Use linking words and phrases to connect opinion and reasons.	CT.3.W.38: Use transition <b>and linking</b> words to connect ideas.
CC.3.W.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	CT.3.W.39: Write a report to explain a topic, citing one source <b>and clearly conveying ideas and information</b> .
CC.3.W.2.a: Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	CT.3.W.28: Develop ideas for a particular topic or purpose, <b>grouping related ideas/information together</b> . --Develop ideas/information by adding facts, definitions, details and visual supports (e.g., illustrations, charts, graphs, video clips).
CC.3.W.2.b: Develop the topic with facts, definitions and details.	--Develop ideas/information by adding facts, definitions, details and visual supports (e.g., illustrations, charts, graphs, video clips).
CC.3.W.2.c: Use linking words and phrases to connect ideas within categories of information.	CT.3.W.38: Use transition <b>and linking</b> words to connect ideas.
CC.3.W.2.d: Provide a concluding statement or section.	--Create an organizational structure for writing opinions that includes introduction to topic or text, opinion statement, related reasons and concluding statement/section.
CC.3.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.	CT.3.W.36: Write personal narratives, using personal experience and observations to support ideas (e.g., diary entries, autobiography). CT.3.W.37: Write fictional narratives with an evident problem and solution (e.g., folktale, fairytale, fable).
CC.3.W.3.a: Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	--Write narratives that initially establish a situation and introduce a narrator and/or characters and then proceed to sequence events so that they occur naturally.
CC.3.W.3.b: Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.	--Use dialogue and descriptions of actions, thoughts and feelings to further develop characters or plot.
CC.3.W.3.c: Use temporal words and phrases to signal event order.	CT.3.W.38: Use transition <b>and linking</b> words to connect ideas.

CC.3.W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	CT.3.W.28: Develop ideas for a particular topic or purpose, <a href="#">grouping related ideas/information together</a> .
	CT.3.W.29: Complete a draft of a single topic, using simple notes or outlines generated from the <a href="#">planning stage</a> .
	CT.3.W.30: Revise a completed draft by rearranging words, phrases or sentences, providing supporting details, using correct sequence and fixing run-on sentences and fragments.
	CT.3.W.31: Edit drafts for complete sentences, capitalization, punctuation and usage.
	CT.3.W.32: Publish and present completed drafts.
	CT.3.W.33: Explain strengths and weaknesses of writing.
CC.3.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	CT.3.W.28: Develop ideas for a particular topic or purpose, <a href="#">grouping related ideas/information together</a> .
	CT.3.W.29: Complete a draft of a single topic, using simple notes or outlines generated from the <a href="#">planning stage</a> .
	CT.3.W.30: Revise a completed draft by rearranging words, phrases or sentences, providing supporting details, using correct sequence and fixing run-on sentences and fragments.
	CT.3.W.31: Edit drafts for complete sentences, capitalization, punctuation and usage.
	CT.3.W.32: Publish and present completed drafts.
	CT.3.W.33: Explain strengths and weaknesses of writing.
CC.3.W.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	CT.3.W.32: Publish and present completed drafts.
	CT.5.W.24: Publish and present final products using a variety of technologies (e.g., word processor, spreadsheet, multimedia, slideshow, publication software, interactive websites).
CC.3.W.7: Conduct short research projects that build knowledge about a topic.	-- <a href="#">Conduct research to build knowledge about a specific topic by accessing background knowledge, gathering information from sources, summarizing and sorting information</a> .
	CT.3.W.39: Write a report to explain a topic, citing one source <a href="#">and clearly conveying ideas and information</a> .
CC.3.W.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	-- <a href="#">Conduct research to build knowledge about a specific topic by accessing background knowledge, gathering information from sources, summarizing and sorting information</a> .
CC.3.W.10: Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single	CT.3.W.34: Select a topic and use specific words to “paint a picture.”

sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

CT.3.W.35: Use a variety of sentence lengths and sentences types.
CT.3.W.36: Write personal narratives, using personal experience and observations to support ideas (e.g., diary entries, autobiography).
CT.3.W.37: Write fictional narratives with an evident problem and solution (e.g., folktale, fairytale, fable).
CT.3.W.38: Use transition <a href="#">and linking</a> words to connect ideas.
CT.3.W.39: Write a report to explain a topic, citing one source <a href="#">and clearly conveying ideas and information</a> .
CT.3.W.40: Write three or more paragraphs, maintaining focus on a specific topic and using a variety of sentence beginnings.
CT.3.W.41: Describe procedures sequentially.
CT.3.W.42: Summarize through the use of charts and graphs.
CT.3.W.43: Write two or more paragraphs, stating an opinion and supporting that opinion with <a href="#">reasons/details</a> .
CT.3.W.44: Write a quatrain poem.
CT.3.W.45: Write a limerick.
CT.3.W.46: Write a free verse poem.

<b>Speaking &amp; Listening Standards:</b>	
CC.3.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	
CC.3.SL.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.	--Draw on texts read and background knowledge to contribute to class discussions.
CC.3.SL.1.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).	CT.3.OL.2: Listen to the opinions of others about written, oral and visual texts.
	CT.3.OL.6: Present ideas with clarity, voice and fluency to communicate a message.
CC.3.SL.1.c: Ask questions to check understanding of information presented, stay on topic and link their comments to the remarks of others.	CT.3.R.23: Ask and answer questions, basing responses on textual evidence.
	--During discussions, link comments to topic under discussion as well as to remarks made by others.
CC.3.SL.1.d: Explain their own ideas and understanding in light of the discussion.	--During discussions, link comments to topic under discussion as well as to remarks made by others.
CC.3.SL.2: 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.	CT.3.R.20: Articulate what is known about the text topic based on the title, author, pictures, illustrations, prior knowledge.
	CT.3.R.32: State the main idea with supporting details in informational text.
	CT.3.R.33: State the theme in literary text.
CC.3.SL.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	CT.3.OL.3: Paraphrase information that has been shared by others.
	CT.3.R.40: Select, synthesize and use relevant information from a text to include in an extension or response to the text.
CC.3.SL.4: 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.	CT.3.OL.4: Express clearly main idea and elaborate with supporting details.
	CT.3.OL.5: Sequence ideas logically with effective transition words to connect ideas.
	CT.3.OL.6: Present ideas with clarity, voice and fluency to communicate a message.
CC.3.SL.5: 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	CT.3.OL.6: Present ideas with clarity, voice and fluency to communicate a message.
	--Develop ideas/information by adding facts, definitions, details and

details.	<a href="#">visual supports (e.g., illustrations, charts, graphs, video clips).</a>
CC.3.SI.6: Speak in complete sentences when appropriate to task and situation in order to provide requested details or clarification (see Language Standards for specific expectations).	CT.3.OL.6: Present ideas with clarity, voice and fluency to communicate a message.

<b>Language Standards:</b>	
CC.3.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
CC.3.L.1.a: Explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences.	--Explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences.
CC.3.L.1.b: Form and use regular and irregular plural nouns.	CT.3.W.7: Spell words involving previously studied generalizations and word patterns, and words taught as part of the third grade spelling curriculum.
CC.3.L.1.c: Use abstract nouns.	CT.3.W.7: Spell words involving previously studied generalizations and word patterns, and words taught as part of the third grade spelling curriculum.
CC.3.L.1.d: Form and use regular and irregular verbs.	CT.3.W.7: Spell words involving previously studied generalizations and word patterns, and words taught as part of the third grade spelling curriculum.
	CT.3.W.22: Use consistent verb tense most of the time.
	CT.3.W.31: Edit drafts for complete sentences, capitalization, punctuation and usage.
CC.3.L.1.e: Form and use the simple verb tenses.	CT.3.W.7: Spell words involving previously studied generalizations and word patterns, and words taught as part of the third grade spelling curriculum.
	CT.3.W.22: Use consistent verb tense most of the time.
	CT.3.W.31: Edit drafts for complete sentences, capitalization, punctuation and usage.
CC.3.L.1.f: Ensure subject-verb and pronoun-antecedent agreement.	--Ensure subject-verb and pronoun-antecedent agreement.
CC.3.L.1.g: Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	--Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
CC.3.L.1.i: Produce simple, compound and complex sentences.	--Produce simple, compound and complex sentences.
CC.3.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	CT.3.W.8: Use phonetic spelling for challenging words.
	CT.3.W.9: Recognize words that may be misspelled and make corrections.
	CT.3.W.21: Use correct pronoun as subjects (e.g., I vs. me)
	CT.3.W.24: Use appropriate homonym (e.g., it's vs. its, your vs. you're)

	CT.3.W.25: Use paragraph conventions (e.g., designated by indentation or skipping lines between paragraphs).
CC.3.L.2.a: Capitalize appropriate words in title.	CT.3.W.10: Capitalize person's title. CT.3.W.12: Capitalize all proper nouns.
CC.3.L.2.b: Use commas in addresses.	CT.3.W.15: Use comma between city and state.
CC.3.L.2.c: Use commas and quotation marks in dialogue.	-- <a href="#">Separate dialogue from text by using commas and quotation marks.</a>
CC.3.L.2.d: Form and use possessives.	CT.3.W.13: Write apostrophes to show possession. Ct.3.W.20: Use apostrophe in possessive nouns.
CC.3.L.2.e: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.	CT.3.W.7: Spell words involving previously studied generalizations and word patterns, and words taught as part of the third grade spelling curriculum.
CC.3.L.2.f: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	CT.3.W.7: Spell words involving previously studied generalizations and word patterns, and words taught as part of the third grade spelling curriculum.
CC.3.L.2.g: Consult reference materials including beginning dictionaries as needed to check and correct spellings.	CT.3.W.26: Use resources to find correct spelling for words identified as misspelled (e.g., word walls, student dictionaries).
CC.3.L.3: Use knowledge of language and its conventions when writing, speaking, reading or listening.	CT.3.R.8: Explain common homophones. CT.3.R.1: Use phonetic spelling for challenging words. CT.3.R.5: Recognize words that may be misspelled and make corrections.
CC.3.L.3.a: Choose words and phrases for effect.	-- <a href="#">Choose words that are appropriate and specific to context.</a>
CC.3.L.3.b: Recognize and observe differences between the conventions of spoken and written standard English.	CT.3.OL.1: Recognize the difference between standard and nonstandard English.
CC.3.L.4: Determine and clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	CT.3.R.1: Use phonetic, structural, syntactical and contextual clues to read and understand words. CT.3.R.3: Use letter-sound correspondence, structural analysis and syllable patterns to decode multisyllable words. CT.3.R.5: Recognize automatically common regular and irregular words.
CC.3.L.4.a: Use sentence-level context as a clue to the meaning of a word or phrase.	CT.3.R.6: Analyze the meaning of words and phrases in context. CT.3.R.7: Use context to accurately read words with more than one pronunciation.
CC.3.L.4.b: Determine the meaning of the new word formed when a known affix is added to a known word.	CT.3.R.2: Know sounds for a wide range of suffixes and prefixes. CT.3.R.4: Infer word meanings from roots, prefixes and suffixes.
CC.3.L.4.c: Use a known root word as a clue to the meaning of an unknown word with the same root.	CT.3.R.4: Infer word meanings from roots, prefixes and suffixes.

CC.3.L.4.d: Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	CT.3.R.15: Use glossary, dictionary and thesaurus to find and confirm word meanings.
CC.3.L.5: Demonstrate understanding of word relationships and nuances in word meanings.	CT.3.R.16: Use prior knowledge, context, pictures, illustrations and diagrams to predict, clarify and/or expand word meaning, including multiple-meaning words.
CC.3.L.5.a: Distinguish the literal and nonliteral meanings of words and phrases in context.	-- <a href="#">Evidence understanding of figures of speech and other kinds of figurative language; distinguish the literal</a>
	CT.3.R.16: Use prior knowledge, context, pictures, illustrations and diagrams to predict, clarify and/or expand word meaning, including multiple-meaning words.
CC.3.L.5.b: Identify real-life connections between words and their use.	CT.3.R.16: Use prior knowledge, context, pictures, illustrations and diagrams to predict, clarify and/or expand word meaning, including multiple-meaning words.
CC.3.L.6: Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.	CT.3.R.11: Read at least 600 high-frequency words (see 3 <sup>rd</sup> Grade High Frequency Word List).
	CT.3.R.17: Use new vocabulary from informational/expository text and literary/narrative text, including text from a variety of cultures and communities, in own oral and written communication.
	CT.3.R.18: Define words and concepts necessary for understanding math, science, social studies, literature and other content area text.

# Preston English/Language Arts Curriculum

## Unit Planning Organizer – Unit 4

### 3<sup>rd</sup> Grade

**Unit of Study:** Reading - Author's Message in Nonfiction Text; Writing – Persuading Readers in Writing

**Pacing:** Instruction – 30 days; Reteaching – 4 days

#### Overarching Common Core State Standards:

- CC.3.R.I.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CC.3.R.I.2: Determine the main idea of a text, recount the key details and explain how they support the main idea.
- CC.3.R.I.3: 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.
- CC.3.R.I.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- CC.3.R.I.6: Distinguish their own point of view from that of the author of a text.
- CC.3.R.I.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- CC.3.R.I.9: Compare and contrast the most important points and key details presented in two texts on the same topic.
- CC.3.W.1: Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.
- CC.3.W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- CC.3.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

#### Overarching CT Standards/Grade Level Expectations:

- CT.2.R.23: Before Reading—Preview parts of books, e.g., table of contents and glossary, to gain understanding.
- CT.3.R.39: After Reading—Recognize values, ethics and beliefs included in a text.
- CT.2.R.40: After Reading—Compare information across nonfiction selections.
- CT.3.R.35: After Reading—Draw conclusions based on implicit or explicit evidence from text.
- CT.3.R.38: After Reading—Identify and explain text structures, e.g., sequence, main idea/details, compare/contrast, cause and effect.

#### Priority Standards:

- **CC.3.R.I.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.**
- **CC.3.R.I.2: Determine the main idea of a text, recount the key details and explain how they support the main idea.**
- **CC.3.R.I.6: Distinguish their own point of view from that of the author of a text.**
- **CT.3.R.39: After Reading—Recognize values, ethics and beliefs included in a text.**
- **CT.2.R.40: After Reading—Compare information across nonfiction selections.**
- **CT.3.R.35: After Reading—Draw conclusions based on implicit or explicit evidence from text.**
- **CC.3.W.1: Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.**
- **CC.3.W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.**
- **CC.3.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.**

NOTE: Applicable standards from the Foundational Skills, Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

<b>Concepts (What Students Should Know)</b>	<b>Skills (What Students Should Be Able To Do)</b>	<b>Bloom’s Revised Taxonomy Level</b>
Demonstrate understanding of a text	Ask and answer questions, referring explicitly to text	Analyzing
Main idea and key details; explain how details support main idea	Determine	Understanding
Point of view (own vs. author’s)	Distinguish	Analyzing
Values, ethics and beliefs	Recognize	Understanding
Information (nonfiction)	Compare	Analyzing
Implicit vs. explicit textual evidence	Draw conclusions	Analyzing
Support a point of view with reasons	Write opinion pieces	Creating
Development and organization are appropriate to task and purpose	Produce writing	Creating
Planning, revising and editing	Develop and strengthen writing	Creating

<b>Essential Questions</b>	<b>Big Ideas</b>
How can we determine the author’s message?	The message that an author is sending can be determined by understanding the author’s point of view, values and beliefs.
How can we use the information given in a text to form an opinion?	By comparing our experiences and point of view, we can develop our own thoughts on a topic.

# Preston English/Language Arts Curriculum

## Unit Planning Organizer – Unit 3

### 3<sup>rd</sup> Grade

**Unit of Study:** Reading - Messages and Meaning in Narrative Text; Writing – Narrative Texts: Folktales, Fables and Myths

**Pacing:** Instruction – 30 days; Reteaching – 4 days

#### Overarching Common Core State Standards:

- CC.3.R.L.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CC.3.R.L.2: Recount stories including fables, folktales and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.
- C.3.R.L.7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- CC.3.R.L.5: Refer to parts of stories, dramas and poems when writing or speaking about a text, using terms such as chapter, scene and stanza; describe how each successive part builds on earlier sections.
- CC.3.R.L.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.
- CC.3.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- CC.3.W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- CC.3.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

#### Overarching CT Standards/Grade Level Expectations:

- CT.3.R.1: Phonics/Word Study—Use phonetic, structural, syntactical and contextual clues to read and understand words.
- CT.3.R.11: High-Frequency Words—Read at least 600 high-frequency words.
- CT.3.R.13: Fluency—Read aloud while comprehending unpracticed text with fluency at 110-120+ words correct per minute.
- CT.3.R.16: Vocabulary—Use prior knowledge, context, pictures, illustration and diagrams to predict clarify and/or expand word meaning, including multiple-meaning words.
- CT.3.R.20: Before Reading—Articulate what is known about the text topic based on the title, author, pictures, illustration, prior knowledge.
- CT.3.R.21: Before Reading—Make relevant predictions about what will probably happen in a story (fiction) or what will be learned (nonfiction) based on title, cover, chapter headings, illustrations, etc.
- CT.3.R.23: During Reading—Ask and answer questions.
- CT.3.R.26: During Reading—Explain first-, second- and third-person point of view.
- CT.3.R.33: After Reading—State the theme in literary text.
- CT.3.R.35: After Reading—Draw conclusions based on implicit or explicit evidence from text.
- CT.e.R.36: After Reading—Decide an aythor’s purpose for including particular information in text.
- CT.3.R.39: After Reading—Recognize values, ethics and beliefs included in a text.
- CT.3.R.40: After Reading—Select, synthesize and use relevant information from a text to include in an extension or response to the text.
- CT.3.R.42: After Reading—Discuss the culture and/or traditions described in a piece of literature and explain how the are similar or different from those of the reader.
- CT.3.R.43: Reading Reflection/Behaviors—Listen to, read and discuss a variety of literature representing different perspective of family, friendship, culture and tradition.

- CT.3.OL.6: Speaking—Present ideas with clarity, voice and fluency to communicate a message, e.g., present dramatic interpretations of experiences, stories, poems or plays.

**Priority Standards:**

- CC.3.R.L.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CC.3.R.L.2: Recount stories including fables, folktales and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.
- CT.3.R.35: After Reading—Draw conclusions based on implicit or explicit evidence from text.
- CT.3.R.39: After Reading—Recognize values, ethics and beliefs included in a text.
- CT.3.R.40: After Reading—Select, synthesize and use relevant information from a text to include in an extension or response to the text.
- CC.3.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- CC.3.W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- CC.3.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

NOTE: Applicable standards from the Foundational Skills, Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

<b>Concepts (What Students Should Know)</b>	<b>Skills (What Students Should Be Able To Do)</b>	<b>Bloom’s Revised Taxonomy Level</b>
Demonstrate understanding of a text	Ask and answer questions, referring explicitly to text	Analyzing
Determine central message, lesson or moral and explain how it is conveyed through details.	Recount stories	Understanding/analyzing
Implicit vs. explicit textual evidence	Draw conclusions	Analyzing
Values, ethics and beliefs	Recognize	Understanding
Extend or respond to a text	Select, synthesize and use relevant information from a text	Analyzing
Effective technique, descriptive details and clear event sequences	Write narratives	Creating
Development and organization are appropriate to task and purpose	Produce writing	Creating
Planning, revising and editing	Develop and strengthen writing	Creating

<b>Essential Questions</b>	<b>Big Ideas</b>
How do authors develop stories focusing on particular lessons and morals?	Authors’ experiences and beliefs about a topic can influence their messages and beliefs in their texts.
When the author doesn’t tell you something, what can you do as a reader to figure it out?	When the author doesn’t come right out and tell you something, you need to use the context clues and your background knowledge to understand what the author means.

# Preston English/Language Arts Curriculum

## Unit Planning Organizer – Unit 3

### 3<sup>rd</sup> Grade

**Unit of Study:** Reading - Messages and Meaning in Narrative Text; Writing – Narrative Texts: Folktales, Fables and Myths

**Pacing:** Instruction – 30 days; Reteaching – 4 days

#### Overarching Common Core State Standards:

- CC.3.R.L.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CC.3.R.L.2: Recount stories including fables, folktales and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.
- C.3.R.L.7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- CC.3.R.L.5: Refer to parts of stories, dramas and poems when writing or speaking about a text, using terms such as chapter, scene and stanza; describe how each successive part builds on earlier sections.
- CC.3.R.L.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.
- CC.3.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- CC.3.W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- CC.3.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

#### Overarching CT Standards/Grade Level Expectations:

- CT.3.R.1: Phonics/Word Study—Use phonetic, structural, syntactical and contextual clues to read and understand words.
- CT.3.R.11: High-Frequency Words—Read at least 600 high-frequency words.
- CT.3.R.13: Fluency—Read aloud while comprehending unpracticed text with fluency at 110-120+ words correct per minute.
- CT.3.R.16: Vocabulary—Use prior knowledge, context, pictures, illustration and diagrams to predict clarify and/or expand word meaning, including multiple-meaning words.
- CT.3.R.20: Before Reading—Articulate what is known about the text topic based on the title, author, pictures, illustration, prior knowledge.
- CT.3.R.21: Before Reading—Make relevant predictions about what will probably happen in a story (fiction) or what will be learned (nonfiction) based on title, cover, chapter headings, illustrations, etc.
- CT.3.R.23: During Reading—Ask and answer questions.
- CT.3.R.26: During Reading—Explain first-, second- and third-person point of view.
- CT.3.R.33: After Reading—State the theme in literary text.
- CT.3.R.35: After Reading—Draw conclusions based on implicit or explicit evidence from text.
- CT.e.R.36: After Reading—Decide an aythor’s purpose for including particular information in text.
- CT.3.R.39: After Reading—Recognize values, ethics and beliefs included in a text.
- CT.3.R.40: After Reading—Select, synthesize and use relevant information from a text to include in an extension or response to the text.
- CT.3.R.42: After Reading—Discuss the culture and/or traditions described in a piece of literature and explain how the are similar or different from those of the reader.
- CT.3.R.43: Reading Reflection/Behaviors—Listen to, read and discuss a variety of literature representing different perspective of family, friendship, culture and tradition.

- CT.3.OL.6: Speaking—Present ideas with clarity, voice and fluency to communicate a message, e.g., present dramatic interpretations of experiences, stories, poems or plays.

**Priority Standards:**

- CC.3.R.L.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CC.3.R.L.2: Recount stories including fables, folktales and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through key details in the text.
- CT.3.R.35: After Reading—Draw conclusions based on implicit or explicit evidence from text.
- CT.3.R.39: After Reading—Recognize values, ethics and beliefs included in a text.
- CT.3.R.40: After Reading—Select, synthesize and use relevant information from a text to include in an extension or response to the text.
- CC.3.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- CC.3.W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- CC.3.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

NOTE: Applicable standards from the Foundational Skills, Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

<b>Concepts (What Students Should Know)</b>	<b>Skills (What Students Should Be Able To Do)</b>	<b>Bloom’s Revised Taxonomy Level</b>
Demonstrate understanding of a text	Ask and answer questions, referring explicitly to text	Analyzing
Determine central message, lesson or moral and explain how it is conveyed through details.	Recount stories	Understanding/analyzing
Implicit vs. explicit textual evidence	Draw conclusions	Analyzing
Values, ethics and beliefs	Recognize	Understanding
Extend or respond to a text	Select, synthesize and use relevant information from a text	Analyzing
Effective technique, descriptive details and clear event sequences	Write narratives	Creating
Development and organization are appropriate to task and purpose	Produce writing	Creating
Planning, revising and editing	Develop and strengthen writing	Creating

<b>Essential Questions</b>	<b>Big Ideas</b>
How do authors develop stories focusing on particular lessons and morals?	Authors’ experiences and beliefs about a topic can influence their messages and beliefs in their texts.
When the author doesn’t tell you something, what can you do as a reader to figure it out?	When the author doesn’t come right out and tell you something, you need to use the context clues and your background knowledge to understand what the author means.

# Preston English/Language Arts Curriculum

## Unit Planning Organizer – Unit 1

### 3<sup>rd</sup> Grade

**Unit of Study:** Reading - How Characters Change; Writing - Memoir

**Pacing:** Instruction – 25 days/Reteaching 5 days

#### Overarching Common Core State Standards:

- CC.3.R.L.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CC.3.R.L.3: Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.
- C.3.R.L.7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- CC.3.R.L.9: Compare and contrast the themes, settings and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- CC.3.R.L.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.
- CC.3.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- CC.3.W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

#### Overarching CT Standards/Grade Level Expectations:

- CT.3.R.1: Phonics/Word Study—Use phonetic, structural, syntactical and contextual clues to read and understand words.
- CT.3.R.11: High-Frequency Words—Read at least 600 high-frequency words.
- CT.3.R.13: Fluency—Read aloud while comprehending unpracticed text with fluency at 110-120+ words correct per minute.
- CT.3.R.16: Vocabulary—Use prior knowledge, context, pictures, illustration and diagrams to predict clarify and/or expand word meaning, including multiple-meaning words.
- CT.3.R.20: Before Reading—Articulate what is known about the text topic based on the title, author, pictures, illustration, prior knowledge.
- CT.3.R.21: Before Reading—Make relevant predictions about what will probably happen in a story (fiction) or what will be learned (nonfiction) based on title, cover, chapter headings, illustrations, etc.
- CT.3.R.23: During Reading—Ask and answer questions.
- CT.3.R.26: During Reading—Explain first-, second- and third-person point of view.
- CT.3.R.40: After Reading—Select, synthesize and use relevant information from a text to include in an extension or response to the text.
- CT.3.R.29: After Reading—Describe characters’ physical and personality traits.
- CT 3.R.31: After Reading—Describe the conflict faced by a character in a story.
- CT.3.R.35: After Reading—Draw conclusions based on implicit or explicit evidence from text.
- CT.3.R.42: After Reading—Discuss the culture and/or traditions described in a piece of literature and explain how they are similar or different from those of the reader.
- CT.3.R.43: Reading Reflection/Behaviors—Listen to, read and discuss a variety of literature representing different perspectives of family, friendship, culture and tradition.

- CT.3.R.45: Reading Reflection/Behaviors—Cite favorite authors and books and support with reasons.

**Priority Standards:**

- CC.3.R.L.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CC.3.R.L.3: Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.
- CT.3.R.40: After Reading—Select, synthesize and use relevant information from a text to include in an extension or response to the text.
- CT.3.R.29: After Reading—Describe characters’ physical and personality traits.
- CT.3.R.35: After Reading—Draw conclusions based on implicit or explicit evidence from text.
- CC.3.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- CC.3.W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

NOTE: Applicable standards from the Foundational Skills, Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

<b>Concepts (What Students Should Know)</b>	<b>Skills (What Students Should Be Able To Do)</b>	<b>Bloom’s Revised Taxonomy Level</b>
Demonstrate understanding of text	Ask and answer questions, referring explicitly to text	Analyzing
Character traits, motivations and feelings; how actions contribute to story sequence of events	Describe and explain	Understanding
Extend or respond to text	Select, synthesize and use relevant information from a text.	Analyzing
Implicit vs. explicit textual evidence	Draw conclusions	Analyzing
Effective technique, descriptive details and clear event sequences	Write narratives	Creating
Development and organization are appropriate to task and purpose	Produce writing	Creating

<b>Essential Questions</b>	<b>Big Ideas</b>
How do we know characters change based on what the author tells us? How does the author show or tell us that characters are changing?	We know characters change by looking at the evidence the author provides about the characters’ thoughts, feelings and actions.
How do you find evidence in a text?	We find evidence in a text by examining how an author describes or explains what happens.

# Preston English/Language Arts Curriculum

## Unit Planning Organizer – Unit 5

### 3<sup>rd</sup> Grade

**Unit of Study:** Reading - Author's Craft: Examining Language in Fiction; Writing – Poetry and Powerful Language

**Pacing:** Instruction – 20 days; Reteaching – 3 days

#### Overarching Common Core State Standards:

- CC.3.R.L.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- CC.3.R.L.5: Refer to parts of stories, dramas and poems when writing or speaking about a text, using terms such as chapter, scene and stanza; describe how each successive part builds on earlier sections.
- CC.3.R.L.6: Distinguish their own point of view from that of the author of a text.
- CC.R.L.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create modd emphasize aspects of a character or setting).
- CC.3.R.L.9: Compare and contrast the themes, settings and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- CC.3.R.L.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.
- CC.3.W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- CC.3.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

#### Overarching CT Standards/Grade Level Expectations:

- CT.3.R.1: Phonics/Word Study—Use phonetic, structural, syntactical and contextual clues to read and understand words.
- CT.3.R.11: High-Frequency Words—Read at least 600 high-frequency words.
- CT.3.R.13: Fluency—Read aloud while comprehending unpracticed text with fluency at 110-120+ words correct per minute.
- CT.3.R.16: Vocabulary—Use prior knowledge, context, pictures, illustration and diagrams to predict clarify and/or expand word meaning, including multiple-meaning words.
- CT.3.R.20: Before Reading—Articulate what is known about the text topic based on the title, author, pictures, illustration, prior knowledge.
- CT.3.R.21: Before Reading—Make relevant predictions about what will probably happen in a story (fiction) or what will be learned (nonfiction) based on title, cover, chapter headings, illustrations, etc.
- CT.3.R.26: During Reading—Explain first-, second- and third-person point of view.
- CT.3.R.41: After Reading—Identify the author's use of literary devices, e.g., simile, personification.
- CT.3.R.35: After Reading—Draw conclusions based on implicit or explicit evidence from text.
- CT.e.R.36: After Reading—Decide an author's purpose for including particular information in text.
- CT.3.R.45: Reading Reflection/Behaviors—Cite favorite authors and books and support with reasons.
- CT.3.OL.6: Speaking—Present ideas with clarity, voice and fluency to communicate a message, e.g., present dramatic interpretations of experiences, stories, poems or plays.

**Priority Standards:**

- **CC.3.R.L.4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- **CC.3.R.L.5:** Refer to parts of stories, dramas and poems when writing or speaking about a text, using terms such as chapter, scene and stanza; describe how each successive part builds on earlier sections.
- **CT.3.R.16: Vocabulary—**Use prior knowledge, context, pictures, illustration and diagrams to predict clarify and/or expand word meaning, including multiple-meaning words.
- **CT.3.R.41:** After Reading—Identify the author’s use of literary devices, e.g., simile, personification.
- **CT.3.R.35:** After Reading—Draw conclusions based on implicit or explicit evidence from text.
- **CT.e.R.36:** After Reading—Decide an author’s purpose for including particular information in text.
- **CC.3.W.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **CC.3.W.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

NOTE: Applicable standards from the Foundational Skills, Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

<b>Concepts (What Students Should Know)</b>	<b>Skills (What Students Should Be Able To Do)</b>	<b>Bloom’s Revised Taxonomy Level</b>
Use terms such as chapter, scene or stanza; describe how each successive part builds on earlier sections.	Refer to text	Remembering
Word meanings	Predict, clarify and/or expand word meanings	Analyzing
Literary devices (e.g., simile, personification)	Identify	Understanding
Implicit vs. explicit textual evidence	Draw conclusions	Analyzing
Author’s purpose for including particular information	Decide	Evaluating
Development and organization are appropriate to task and purpose	Produce writing	Creating
Planning, revising and editing	Develop and strengthen writing	Creating

<b>Essential Questions</b>	<b>Big Ideas</b>
How does the language used by the author help us to better understand the story?	The language used by an author leads the reader to deeper understanding of the story and its structure as well as the author’s style.

# Preston English/Language Arts Curriculum

## Unit Planning Organizer – Unit 6

### 3<sup>rd</sup> Grade

**Unit of Study:** Reading - Author’s Craft: Examining Language in Nonfiction; Writing – Researching and Presenting Ideas

**Pacing:** Instruction – 20 days; Reteaching – 5 days

#### Overarching Common Core State Standards:

- CC.3.R.I.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- CC.3.R.I.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- CC.3.R.I.6: Distinguish their own point of view from that of the author of a text.
- CC.3.R.I.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur).
- CC.3.R.I.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- CC.3.W.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- CC.3.W.7: Conduct short research projects that build knowledge about a topic.
- CC.3.W.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

#### Overarching CT Standards/Grade Level Expectations:

- CT.3.R.16: Vocabulary—Use prior knowledge, context, pictures, illustrations and diagrams to predict, clarify and/or expand word meaning, including multiple-meaning words.
- CT.3.R.18: Vocabulary—Define words and concepts necessary for understanding math, science, social studies, literature and other content area text.
- CT.3.R.20: Before Reading—Articulate what is known about the text topic based on the title, author, pictures, illustrations, prior knowledge.
- CT.3.R.21: Before Reading—Make predictions about what will probably happen in a story (fiction) or what will be learned (nonfiction) based on title, cover, chapter headings, illustrations, etc.
- CT.3.R.27: During Reading—Interpret graphical information, e.g., charts, tables, diagrams.
- CT.3.R.39: After Reading—Recognize values, ethics and beliefs included in a text.
- CT.3.R.37: After Reading—Interpret meanings based on charts, graphs, maps, illustrations, photos in text.
- CT.3.R.38: After Reading—Identify and explain text structures, e.g., sequence, main idea/details, compare/contrast, cause and effect.

#### Priority Standards:

- **CC.3.R.I.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.**
- **CC.3.R.I.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).**
- **CT.3.R.16: Vocabulary—Use prior knowledge, context, pictures, illustrations and diagrams to predict, clarify and/or expand word meaning, including multiple-meaning words.**

- **CT.3.R.18: Vocabulary**—Define words and concepts necessary for understanding math, science, social studies, literature and other content area text.
- **CT.3.R.38: After Reading**—Identify and explain text structures, e.g., sequence, main idea/details, compare/contrast, cause and effect.
- **CC.3.W.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.**
- **CC.3.W.7: Conduct short research projects that build knowledge about a topic.**
- **CC.3.W.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.**

NOTE: Applicable standards from the Foundational Skills, Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

<b>Concepts (What Students Should Know)</b>	<b>Skills (What Students Should Be Able To Do)</b>	<b>Bloom’s Revised Taxonomy Level</b>
Word and phrase meanings (general academic and domain-specific)	Determine	Understanding
Connection between sentences and paragraphs in a text.	Describe	Analyzing
Word meaning	Predict, clarify and/or expand	Analyzing
Words and concepts	Define	Understanding
Text structures	Identify and explain	Analyzing
Use technology; interact and collaborate with others	Produce and publish writing	Creating
Build knowledge on a topic	Conduct research	Creating
Related experiences; print or digital sources	Recall/gather information	Creating

<b>Essential Questions</b>	<b>Big Ideas</b>
Why do authors of non-fiction texts choose specific words over other words that may have similar meanings?	In non-fiction texts, the vocabulary used is related to the topic, and so the reader better understands the topic by understanding the vocabulary.

## 7<sup>th</sup> Grade

# English/Language Arts Alignment—Common Core State Standards and CT Frameworks

NOTE: Standards shown in blue are bridging standards between CT Frameworks and CCSS.

CCSS Standards	CT Framework Grade Level Expectations
<b>Reading Strands: Reading for Literature</b>	
CC.7.R.L.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	CT.R.7.R: Identify the major actions that define the plot and how actions lead to conflict or resolution; <b>provide explicit and implicit evidence from text.</b>
	CT.7.R.9: Explain the similarities and differences in how an idea or concept is expressed in multiple texts; <b>provide explicit and implicit evidence from text.</b>
	CT.7.R.10: Respond to literal and inferential questions with explicit and implicit evidence from texts.
	CT.7.R.19: Judge the validity of the evidence the author uses to support his/her position (e.g., is the evidence dated, biased, inaccurate and justify the conclusion).
CC.7.R.L.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	CT.6.R.7: State both literal and/or inferred main ideas.
	CT.6.R.11: Summarize information, including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas and in one’s own words.
	CT.8.R.4: Generalize about universal themes, human, nature, cultural and historical perspectives from reading multiple texts.
	<b>--Analyze the development of the theme/s over the course of the text.</b>
CC.7.R.L.3: Analyze how particular elements of a story or drama interact.	CT.7.R.7: Identify the major actions that define the plot and how actions lead to conflict or resolution; <b>analyze how particular elements of a story or drama interact.</b>
	CT.7.R.6: Identify an author’s use of time and sequence through the use of literary devices.
CC.7.R.L.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes or other repetitions of sounds on a specific verse of stanza of a poem or section of a story or drama.	CT.8.R.1: Explain and evaluate the effectiveness of persuasive vocabulary authors across all content areas use to influence readers’ opinions or actions.
	CT.8.R.13: Critique the way in which an author uses a variety of language structures to create an intended effect (e.g., words or phrases

	<p>from another language, dialect, simile, metaphor, <a href="#">rhymes</a>, <a href="#">sound repetitions</a>).</p> <p>CT.6.R.5: Use cueing system and context clues to determine meanings of words.</p> <p>CT.6.R.19: Explain the impact of literary devices on meaning (e.g., flashback, tone, bias, dialect, irony/satire, use of fragments).</p> <p>CT.6.R.20: Evaluate the author’s use of various techniques to influence readers’ perspectives (e.g., appear of characters in a graphic novel or picture book, logic and credibility of plots and settings, use of figurative language).</p>
CC.7.R.L.5: Analyze how a drama’s or poem’s form or structure contributes to its meaning.	CT.7.R.11: Analyze the characteristics and structural elements/essential attributes in <a href="#">drama and a variety of poetic forms</a> ; <a href="#">evaluate how the author uses these techniques to influence readers’ perspectives</a> .
CC.7.R.L.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	<p>--<a href="#">Analyze how an author develops and contrasts the points of view of different characters or narrators in a text</a>.</p> <p>CT.7.R.8: Compare and contrast authors’ and/or characters’ perspectives expressed in multiple texts.</p>
CC.7.R.L.7: Compare and contrast a written story, drama or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, camera focus or angles in a film).	<p>--<a href="#">Compare and contrast a written story, drama or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, camera focus or angles in a film)</a>.</p> <p>CT.7.R.17: Evaluate how authors, illustrators and filmmakers express political and social issues.</p>
CC.7.R.L.9: Compare and contrast a fictional portrayal of a time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	<p>--<a href="#">Compare and contrast a fictional portrayal of a time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history</a>.</p> <p>CT.7.R.5: Compare and contrast universal themes, human nature, cultural and historical perspectives in multiple texts.</p> <p>CT.7.R.9: Explain the similarities and differences in how an idea or concept is expressed in multiple texts.</p> <p>CT.7.R.12: Apply information in one text to understand a similar situation or concept in another text.</p> <p>CT.7.R.13: Explain the author’s purpose for writing a text.</p> <p>CT.7.R.16: Evaluate how an author’s experiences, ethics, culture, heritage, ethnicity, values, assumptions and beliefs bias meaning.</p>
CC.7.R.L.10: By the end of the year, read and comprehend	-- <a href="#">By the end of 7<sup>th</sup> grade, read and comprehend literature including</a>

literature, including stories, dramas and poems in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	<a href="#">stories, dramas and poems in the grades 6-8 text complexity band (Lexile Band 1000-1100).</a>
	CT.7.R.20: Set reading goals and create a plan to meet those goals.
	CT.7.R.21: Monitor progress toward implementing the plan, making adjustments and corrections as needed.

<b>Reading Strand: Reading for Information</b>	
CC.7.R.I.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	--Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CT.7.R.10: Respond to literal and inferential questions with explicit and implicit evidence from text.
CC.7.R.I.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	--Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. CT.9-12.1.1.c: Select and organize relevant information from text to summarize.
CC.7.R.I.3: Analyze the interactions between individuals, events and ideas in a text..	CT.9-12.2.3.a: Discuss, analyze and evaluate how characters deal with the diversity of human experience and conflict. CT.8.R.6: Interpret how situations, actions and other characters influence a character's personality and development CT.8.R.11: Explain how certain actions cause certain effects (e.g., how the Holocaust changed international politics today and how the internment of Japanese Americans during WWII affected traditional Japanese family structure).
CC.7.R.I.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.	CT.8.R.2: Use cueing system and context clues to determine meanings of words. CT.9-12.1.3.c: Analyze the meaning of words and phrases in context.
CC.7.R.I.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	--Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
CC.7.R.I.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	--Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
CC.7.R.I.7: Compare and contrast a text to an audio, video or multimedia version of the text, analyzing each medium's portrayal of the subject.	--Compare and contrast a text to an audio, video or multimedia version of the text, analyzing each medium's portrayal of the subject. CT.7.R.17: Evaluate how authors, illustrators and filmmakers express political and social issues.
CC.7.R.I.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	--Trace and evaluate the argument and specific claims in a text. CT.7.R.19: Judge the validity of the evidence the author uses to support his/her position.

<p>CC.7.R.I.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p>	<p>CT.7.R.9: Explain the similarities and differences in how an idea or concept is expressed in multiple texts.</p>
<p>CC.7.R.I.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>CT.7.R.13: Explain the author’s purpose for writing a text.</p> <p>CT.7.R.16: Evaluate how an author’s experiences, ethics, culture, heritage, ethnicity, values, assumptions and beliefs bias meaning.</p> <p>--By the end of 7<sup>th</sup> grade, read and comprehend literary nonfiction in the grades 6-8 text complexity band (Lexile Band 1000-1100).</p>

<b>Writing Standards:</b>	
CC.7.W.1: Write arguments to support claims with clear reasons and relevant evidence.	CT.7.W.30: Write a persuasive piece supporting the opposing viewpoint. CT.7.W.29: Write a persuasive essay that considers both sides to an argument.
CC.7.W.1.a: Introduce claims(s), acknowledge alternate or opposing claims, and organize reasons and evidence clearly.	--Introduce claims(s), acknowledge alternate or opposing claims, and organize reasons and evidence clearly.
CC.7.W.1.b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.	--Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
CC.7.W.1.c: Use words, phrases and clauses to create cohesion and clarify relationships among claim(s), reasons and evidence.	--Use words, phrases and clauses to create cohesion and clarify relationships among claim(s), reasons and evidence.
CC.7.W.1.d: Establish and maintain a formal style.	--Establish and maintain a formal style.
CC.7.W.1.e: Provide a concluding statement or section that follows from and supports the argument presented.	--Provide a concluding statement or section that follows from and supports the argument presented.
CC.7.W.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.	CT.6.W.27: Write an informational report using cause-and-effect structure. CT.6.W.28: Write an informational piece with a spatial order or chronological order
CC.7.W.2.a: Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.	--Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
CC.7.W.2.b: Develop the topic with relevant facts, definition, concrete details, quotations or other information and examples.	CT.6.W.23: Expand upon one idea using additional details to create an image.
CC.7.W.2.c: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	--Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
CC.7.W.2.d: Use precise language and domain-specific vocabulary to inform about or explain the topic.	CT.7.W.26: Include technical and content specific terms in writing.
CC.7.W.2.e: Establish and maintain a formal style.	--Establish and maintain a formal style.
CC.7.W.2.f: Provide a concluding statement or section that follows from the information or explanation presented.	--Provide a concluding statement or section that follows from the information or explanation presented.
CC.7.W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and	CT.7.W.24: Write a fictional story using various literary techniques (e.g., dialogue, humor, figurative language, first or third person, precise

well-structured event sequences.	language) including all story elements (e.g., setting, plot, theme, character development, events, problem, solution).
	CT.7.W.25: Write a suspenseful story with a cliffhanger ending.
CC.7.W.3.a: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	--Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
CC.7.W.3.b: Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters.	--Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events and/or characters.
CC.7.W.3.c: Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.	--Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.
CC.7.W.3.d: Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.	--Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
CC.7.W.3.e: Provide a conclusion that follows from the narrated experiences to events.	--Provide a conclusion that follows from the narrated experiences to events.
CC.7.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience (grade-specific expectations for writing types are defined in standards 1-3 above).	--Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience (grade-specific expectations for writing types are defined in standards 1-3 above).
CC.7.W.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed (editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7).	CT.7.W.16: Gather and paraphrase information from a variety of resources; explain purpose and selects effective form at prewriting stage.
	CT.7.W.17: Reread text and decide to continue draft or to start a new draft.
	CT.7.W.18: Revise at any stage of process; use a variety of revision tools or strategies; evaluate feedback and justify the choice to use feedback.
	CT.7.W.19: Use multiple resources for proofreading and editing.
CC.7.W.6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	CT.7.W.20: Use different technologies to produce, design and publish a finished product.
	--Use technology to link to and cite sources, to interact and collaborate with others.
CC.7.W.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	--Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

	CT.9-12.3.2.d: Research information from multiple sources for a specific purpose.
	CT.9-12.3.2.e: Evaluate the validity of primary and secondary sources of information to authenticate research.
CC.7.W.8: Gather relevant information form multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	--Gather relevant information form multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CC.7.W.9: Draw evidence from literary and informational texts to support analysis, reflection and research.	--Draw evidence from literary and informational texts to support analysis, reflection and research.
CC.7.W.9.a: Apply Grade 7 reading standards to literature.	--Apply Grade 7 reading standards to literature.
CC.7.W.9.b: Apply Grade 7 reading standards to nonfiction.	--Apply Grade 7 reading standards to nonfiction.
CC.7.W.10: Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	--Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

<b>Speaking and Listening Standards:</b>	
CC.7.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 7 topics, texts and issues, building on other’s ideas and expressing their own clearly.	
CC.7.SL.1.a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.	--Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text or issue to probe and reflect on ideas under discussion.
CC.7.SL.1.b: Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.	--Follow rules for collegial discussions, track progress toward specific goals and deadlines and define individual roles as needed.
CC.7.SL.1.c: Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	--Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
CC.7.SL.1.d: Acknowledge new information expressed by others and, when warranted, modify their own views.	--Acknowledge new information expressed by others and, when warranted, modify their own views.
CC.7.SL.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text or issue under study.	--Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text or issue under study.
	CT.6.R.25: Evaluate the credibility, accuracy and bias of informational text, including Internet sites, electronic recordings, visuals and other technology resources.
CC.7.SL.3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.	--Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
CC.7.SL.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume and clear pronunciation.	--Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume and clear pronunciation.
	CT.7.OL.1: Deliver an oral presentation from notes, using appropriate intonation, enunciation and phrasing that is fluent and well-modulated.
CC.7.SL.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	--Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CC.7.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (see Grade 7 Language standards 1 and 3 for specific expectations).

--Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate (see Grade 7 Language standards 1 and 3 for specific expectations).

<b>Language Standards:</b>	
CC.7.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
CC.7.L.1.a: Explain the function of phrases and clauses in general and their function in specific sentences.	--Explain the function of phrases and clauses in general and their function in specific sentences.
CC.7.L.1.b: Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.	--Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.
CC.7.L.1.c: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.	--Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
CC.7.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	CT.7.W.3: Use capitalization rules from previous grades.
	CT.7.W.4: Use capitals correctly in an outline or list.
	CT.7.W.5: Use consistent capitalization when formatting technical documents.
	CT.7.W.6: Use punctuation rules from previous grades.
CC.7.L.2.a: Use a comma to separate coordinate adjectives.	--Use a comma to separate coordinate adjectives.
CC.7.L.2.b: Spell correctly.	CT.7.W.7: Use commas to separate an interrupter.
	CT.7.W.1: Use spelling rules and patterns from previous grades.
CC.7.L.3: Use knowledge of language and its conventions when writing, speaking, reading and listening.	CT.7.W.2: Use multiple strategies to spell (e.g., homophones, affixes, Greek and Latin roots, frequently misspelled words).
	CT.7.W.11: Apply usage rules from previous grades.
CC.7.L.3.a: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	--Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
CC.7.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.	CT.7.R.1: Identify meanings and origins of commonly used words adopted from other languages; use those words while speaking, writing and presenting.
CC.7.L.4.a: Use context as a clue to the meaning of a word or phrase.	CT.5.R.1: Use prior knowledge, context clues and graphic features to predict, clarify and/or expand word meanings and concepts.
CC.7.L.4.b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.	--Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
CC.7.L.4.c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning of its part of speech.	CT.5.R.3: Use dictionaries, thesauruses and glossaries (both print and digital) to find or confirm word meanings, pronunciations, syllabication, synonyms, antonyms and parts of speech.

CC.7.L.4.d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	--Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
CC.7.L.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	
CC.7.L.5.a: Interpret figures of speech in context.	--Interpret figures of speech in context.
CC.7.L.5.b: Use the relationship between particular words to better understand each of the words.	--Use the relationship between particular words to better understand each of the words.
CC.7.L.5.c: Distinguish among the connotations (associations) of words with similar denotations (definitions).	--Distinguish among the connotations (associations) of words with similar denotations (definitions).
CC.7.L.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	CT.6.R.3: Define vocabulary critical to the meaning of content-area texts and use that knowledge to interpret the texts.

# Preston English/Language Arts Curriculum

## Unit Planning Organizer – Unit 2

### 7<sup>th</sup> Grade

**Unit of Study:** Reading - Analyzing Craft and Structure; Writing – Focus on use of appropriate techniques, transitions and precise language based on purpose.

**Pacing:** Instruction – 15 days (5 day buffer)

#### Overarching Common Core State Standards:

- CC.7.R.L.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CC.7.R.L.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- CC.7.R.L.3: Analyze how particular elements of a story or drama interact.
- CC.7.R.L.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, analyze the impact of rhymes and other repetitions of sounds on a specific verse of stanza of a poem or section of a story or drama.
- CC.7.R.L.5: Analyze how a drama’s or poem’s form or structure contributes to its meaning.
- CC.7.R.L.6: Analyze how an author develops and contrasts the point of view of different characters or narrators in a text.
- CC.7.R.L.7: Compare and contrast a story, drama or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium.
- CC.7.R.L.9: Compare and contrast a fictional portrayal of time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- CC.7.R.I.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- CC.7.R.I.3: Analyze the interactions between individuals, events and ideas in a text.
- CC.7.R.I.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.
- CC.7.R.I.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- CC.7.R.I.6: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- CC.7.R.I.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- CC.7.R.L.10: By the end of the year, read and comprehend literature, including stories, dramas and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- CC.7.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- CC.7.W.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.

#### Overarching CT Standards/Grade Level Expectations:

- CT.6.R.5: Before and During Reading—Use cueing system and context clues to determine meanings of words.
- CT.6.R.11: After Reading—Summarize information, including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas, and in one’s own words.
- CT.6.R.19: After Reading—Explain the impact of literary devices on meaning.

- CT.6.R.20: After Reading—Evaluate the author’s use of various techniques to influence readers’ perspectives.
- CT.7.R.6: After Reading—Identify an author’s use of time and sequence through the use of literary devices and the use of traditional and/or cultural-based organizational patterns.
- CT.7.R.7: After Reading—Identify the major actions that define the plot and how actions lead to conflict or resolution.
- CT.7.R.8: After Reading—Compare and contrast authors’ and/or characters’ perspectives expressed in multiple texts.
- CT.7.R.9: After Reading—Explain the similarities and differences in how an idea or concept is expressed in multiple texts.
- CT.7.R.10: After Reading—Respond to literal and inferential questions with explicit and implicit evidence from texts.
- CT.7.R.11: After Reading—Analyze the characteristics and structural elements/essential attributes in a variety of poetic forms.
- CT.7.R.12: After Reading—Apply information in one text to understand a similar situation of concept in another text.
- CT.7.R.13: After Reading—Explain the author’s purpose for writing a text.
- CT.7.R.14: After Reading—Explain the author’s use of voice.
- CT.7.R.20: Reading Reflection/Behaviors—Set reading goals and create a plan to meet those goals.
- CT.7.R.21: Reading Reflection/Behaviors—Monitor progress toward implementing the plan, making adjustments and corrections as needed.
- CT.8.R.1: Vocabulary—Explain and evaluate the effectiveness of persuasive vocabulary authors across all context areas use to influence reader’s opinions or actions.
- CT.8.R.2: Use cueing system and context clues to determine meanings of words.
- CT.8.R.6: After Reading—Interpret how situations, actions and other characters influence a character’s personality and development.
- CT.8.R.11: After Reading—Explain how certain actions cause certain effects.
- CT.8.R.13: After Reading—Critique the way in which an author uses a variety of language structures to create an intended effect.
- CT.9-12.1.1.c: Select and organize relevant information from text to summarize.
- CT.9-12.1.3.c: Analyze the meaning of words and phrases in context.
- CT.9-12.2.3.a: Discuss, analyze and evaluate how characters deal with the diversity of human experience and conflict.

### **Priority Standards:**

- **CC.7.R.L.3: Analyze how particular elements of a story or drama interact.**
- **CC.7.R.L.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.**
- **CC.7.R.L.5: Analyze how a drama’s or poem’s form or structure contributes to its meaning.**
- **CC.7.R.L.6: Analyze how an author develops and contrasts the point of view of different characters or narrators in a text.**
- **CC.7.R.L.7: Compare and contrast a story, drama or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium.**
- **CC.7.R.I.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.**
- **CC.7.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**
- **CC.7.W.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.**

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

<b>Concepts (What Students Should Know)</b>	<b>Skills (What Students Should Be Able To Do)</b>	<b>Bloom's Revised Taxonomy Level</b>
How story/drama elements interact	Analyze	Analyzing
Word/phrase meanings	Determine	Understanding
Impact of rhymes and sound repetitions	Analyze	Analyzing
How form/structure of dramas/poems contribute to their meaning	Analyze	Analyzing
How author develops and contrasts different points of view	Analyze	Analyzing
Effects of techniques unique to text, audio, film, stage of multimedia	Compare and contrast	Analyzing
Author's organizational structure	Analyze	Analyzing
Development, organization and style are appropriate to task, purpose and audience	Produce clear and coherent writing	Creating
Planning, revising, editing, rewriting, trying a new approach	Develop and strengthen writing	Creating

<b>Essential Questions</b>	<b>Big Ideas</b>
How does an author convey meaning?	An author/director will employ different perspectives, genres, organizational structures and literary devices to convey meaning.

# Preston English/Language Arts Curriculum

## Unit Planning Organizer – Unit 1

### 7<sup>th</sup> Grade

**Unit of Study:** Reading - Making of a Good Story; Writing – Narrative (overall construction)

**Pacing:** Instruction – 20 days (5 day buffer)

#### Overarching Common Core State Standards:

- CC.7.R.L.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CC.7.R.L.3: Analyze how particular elements of a story or drama interact.
- CC.7.R.L.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
- CC.7.R.L.5: Analyze how a drama’s or poem’s form or structure contributes to its meaning.
- CC.7.R.L.6: Analyze how an author develops and contrasts the point of view of different characters or narrators in a text.
- CC.7.R.L.7: Compare and contrast a story, drama or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium.
- CC.7.R.L.9: Compare and contrast a fictional portrayal of time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- CC.7.R.I.3: Analyze the interactions between individuals, events and ideas in a text.
- CC.7.R.L.10: By the end of the year, read and comprehend literature, including stories, dramas and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- CC.7.W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.
- CC.7.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- CC.7.W.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.

#### Overarching CT Standards/Grade Level Expectations:

- CT.6.R.5: Before and During Reading—Use cueing system and context clues to determine meanings of words.
- CT.6.R.19: After Reading—Explain the impact of literary devices on meaning.
- CT.6.R.20: After Reading—Evaluate the author’s use of various techniques to influence readers’ perspectives.
- CT.7.R.6: After Reading—Identify an author’s use of time and sequence through the use of literary devices and the use of traditional and/or cultural-based organizational patterns.
- CT.7.R.7: After Reading—Identify the major actions that define the plot and how actions lead to conflict or resolution.
- CT.7.R.8: After Reading—Compare and contrast authors’ and/or characters’ perspectives expressed in multiple texts.
- CT.7.R.9: After Reading—Explain the similarities and differences in how an idea or concept is expressed in multiple texts.
- CT.7.R.10: After Reading—Respond to literal and inferential questions with explicit and implicit evidence from texts.
- CT.7.R.11: After Reading—Analyze the characteristics and structural elements/essential attributes in a variety of poetic forms.

- CT.7.R.12: After Reading—Apply information in one text to understand a similar situation of concept in another text.
- CT.7.R.20: Reading Reflection/Behaviors—Set reading goals and create a plan to meet those goals.
- CT.7.R.21: Reading Reflection/Behaviors—Monitor progress toward implementing the plan, making adjustments and corrections as needed.
- CT.8.R.1: Vocabulary—Explain and evaluate the effectiveness of persuasive vocabulary authors across all context areas use to influence reader’s opinions or actions.
- CT.8.R.6: After Reading—Interpret how situations, actions and other characters influence a character’s personality and development.
- CT.8.R.13: After Reading—Critique the way in which an author uses a variety of language structures to create an intended effect.
- CT.9-12.2.3.a: Discuss, analyze and evaluate how characters deal with the diversity of human experience and conflict.

**Priority Standards:**

- **CC.7.R.L.3: Analyze how particular elements of a story or drama interact.**
- **CC.7.R.L.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**
- **CC.7.R.L.6: Analyze how an author develops and contrasts the point of view of different characters or narrators in a text.**
- **CC.7.R.I.3: Analyze the interactions between individuals, events and ideas in a text.**
- **CC.7.W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.**
- **CC.7.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**
- **CC.7.W.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.**

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

<b>Concepts (What Students Should Know)</b>	<b>Skills (What Students Should Be Able To Do)</b>	<b>Bloom’s Revised Taxonomy Level</b>
How elements of story/drama interact	Analyze	Analyzing
Several pieces of textual evidence for explicit and implicit meanings	Cite	Understanding
How author develops and contrasts different points of view	Analyze	Analyzing
Interactions between individuals, events and ideas	Analyze	Analyzing
Effective technique, relevant descriptive details and well-structured event sequences	Write narratives	Creating
Development, organization and style are appropriate to task, purpose and audience	Produce clear and coherent writing	Creating
Planning, revising, editing, rewriting, trying a new approach	Develop and strengthen writing	Creating

<b>Essential Questions</b>	<b>Big Ideas</b>
Why do characters' change their perspectives?	Characters change because events in the story change their perspective.
How do stories/drama influence the reader?	Story elements, events and themes work together to create meaning and influence the reader's perspective.

# Preston English/Language Arts Curriculum

## Unit Planning Organizer – Unit 6

### 7<sup>th</sup> Grade

**Unit of Study:** Reading – Investigations; Writing – Focusing on researching relevant topics and claims and drawing conclusions

**Pacing:** Instruction – 25 days (5 day buffer)

#### Overarching Common Core State Standards:

- CC.7.R.I.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CC.7.R.I.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- CC.7.R.I.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.
- CC.7.R.I.6: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- CC.7.R.I.7: Compare and contrast a text to an audio, video or multimedia version of the text, analyzing each medium’s portrayal of the subject.
- CC.7.R.I.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- CC.7.R.I.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- CC.7.R.L.10: By the end of the year, read and comprehend literature, including stories, dramas and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- CC.7.W.1: Write arguments to support claims with clear reasons and relevant evidence.
- CC.7.W.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
- CC.7.W.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

#### Overarching CT Standards/Grade Level Expectations:

- CT.7.R.9: After Reading—Explain the similarities and differences in how an idea or concept is expressed in multiple texts.
- CT.7.R.10: After Reading—Respond to literal and inferential questions with explicit and implicit evidence from texts.
- CT.7.R.12: After Reading—Apply information in one text to understand a similar situation of concept in another text.
- CT.7.R.13: After Reading—Explain the author’s purpose for writing a text.
- CT.7.R.14: After Reading—Explain the author’s use of voice.
- CT.7.R.19: After Reading—Judge the validity of the evidence the author uses to support his/her position.
- CT.7.R.20: Reading Reflection/Behaviors—Set reading goals and create a plan to meet those goals.
- CT.7.R.21: Reading Reflection/Behaviors—Monitor progress toward implementing the plan, making adjustments and corrections as needed.
- CT.8.R.1: Vocabulary—Explain and evaluate the effectiveness of persuasive vocabulary authors across all context areas use to influence reader’s opinions or actions.
- CT.8.R.2: Use cueing system and context clues to determine meanings of words.
- CT.8.R.13: After Reading—Critique the way in which an author uses a variety of language structures to create an intended effect.

- CT.9-12.1.1.c: Select and organize relevant information from text to summarize.
- CT.9-12.1.2.f: Identify and discuss the underlying theme or main idea in texts.
- CT.9-12.1.3.c: Analyze the meaning of words and phrases in context.

**Priority Standards:**

- **CC.7.R.I.1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CC.7.R.I.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.
- **CC.7.R.I.8:** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- **CC.7.R.I.9:** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- **CC.7.W.1:** Write arguments to support claims with clear reasons and relevant evidence.
- **CC.7.W.2:** Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
- **CC.7.W.8:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

<b>Concepts (What Students Should Know)</b>	<b>Skills (What Students Should Be Able To Do)</b>	<b>Bloom’s Revised Taxonomy Level</b>
Several pieces of textual evidence for explicit and implicit meaning	Cite	Understanding
Word/phrase meanings	Determine	Understanding
Argument/claims, assessing reasoning and relevant and sufficient evidence	Trace and evaluate	Evaluating
How two or more authors shape presentation of information on the same topic through evidence and interpretation of facts	Analyze	Analyzing
Support claims with clear reasons and relevant evidence	Write arguments	Creating
Examine topics and convey/concepts through selection and organization of relevant content	Write informative/explanatory texts	Creating
Multiple sources	Gather relevant information	Analyzing
Credibility and accuracy	Assess sources	Evaluating
Data and conclusions	Quote/Paraphrase	Analyzing

<b>Essential Questions</b>	<b>Big Ideas</b>
What should readers do when researching a topic?	Investigating texts as part of researching a topic requires identifying relevant text-based evidence as well as analyzing author's reasoning for making specific arguments/claims.
Why should multiple sources be accessed when researching a topic?	Researchers deepen their understanding of a topic by clarifying and organizing related information presented by multiple authors.

# Preston English/Language Arts Curriculum

## Unit Planning Organizer – Unit 3

### 7<sup>th</sup> Grade

**Unit of Study:** Reading - What's the Big Idea?; Writing – Focus on expanding and maintaining topics and themes in narrative and expository writing

**Pacing:** Instruction – 20 days (5 day buffer)

#### Overarching Common Core State Standards:

- CC.7.R.L.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- CC.7.R.L.5: Analyze how a drama's or poem's form or structure contributes to its meaning.
- CC.7.R.I.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- CC.7.R.I.7: Compare and contrast a text to an audio, video or multimedia version of the text, analyzing each medium's portrayal of the subject.
- CC.7.R.L.10: By the end of the year, read and comprehend literature, including stories, dramas and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- CC.7.W.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
- CC.7.W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.
- CC.7.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- CC.7.W.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.

#### Overarching CT Standards/Grade Level Expectations:

- CT.6.R.7: After Reading: State both literal and/or inferred main ideas.
- CT.6.R.11: After Reading—Summarize information, including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas, and in one's own words.
- CT.7.R.12: After Reading—Apply information in one text to understand a similar situation of concept in another text.
- CT.7.R.20: Reading Reflection/Behaviors—Set reading goals and create a plan to meet those goals.
- CT.7.R.21: Reading Reflection/Behaviors—Monitor progress toward implementing the plan, making adjustments and corrections as needed.
- CT.9-12.1.1.c: Select and organize relevant information from text to summarize.
- CT.9-12.1.2.f: Identify and discuss the underlying theme or main idea in texts.
- CT.9-12.2.3.a: Discuss, analyze and evaluate how characters deal with the diversity of human experience and conflict.

#### Priority Standards:

- **CC.7.R.L.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.**

- **CC.7.R.I.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. CC.7.W.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.**
- **CC.7.W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.**
- **CC.7.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**
- **CC.7.W.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.**

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

<b>Concepts (What Students Should Know)</b>	<b>Skills (What Students Should Be Able To Do)</b>	<b>Bloom’s Revised Taxonomy Level</b>
Theme or central idea of text	Determine	Understanding
Development of theme/central idea	Analyze	Analyzing
Two or more central ideas and how they develop	Determine and analyze	Understanding/Analyzing
Text	Objectively summarize	Understanding
Examine topics and convey/concepts through selection and organization of relevant content	Write informative/explanatory texts	Creating
Effective technique, relevant descriptive details and well-structured event sequences	Write narratives	Creating
Development, organization and style are appropriate to task, purpose and audience	Produce clear and coherent writing	Creating
Planning, revising, editing, rewriting, trying a new approach	Develop and strengthen writing	Creating

<b>Essential Questions</b>	<b>Big Ideas</b>
How do you identify a theme in a text?	A theme is a compilation of ideas or thoughts that is elaborated on throughout the text.

# Preston English/Language Arts Curriculum

## Unit Planning Organizer – Unit 7

### 7<sup>th</sup> Grade

**Unit of Study:** Reading - Understanding the World Through Text; Writing – Focus on researching information from multiple sources and perspectives.

**Pacing:** Instruction – 15 days (5 day buffer)

#### Overarching Common Core State Standards:

- CC.7.R.L.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CC.7.R.L.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- CC.7.R.L.7: Compare and contrast a story, drama or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium.
- CC.7.R.L.9: Compare and contrast a fictional portrayal of time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- CC.7.R.I.3: Analyze the interactions between individuals, events and ideas in a text.
- CC.7.R.I.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.
- CC.7.R.I.6: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- CC.7.R.I.7: Compare and contrast a text to an audio, video or multimedia version of the text, analyzing each medium’s portrayal of the subject.
- CC.7.R.I.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- CC.7.R.L.10: By the end of the year, read and comprehend literature, including stories, dramas and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- CC.7.W.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- CC.7.W.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

#### Overarching CT Standards/Grade Level Expectations:

- CT.6.R.11: After Reading—Summarize information, including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas, and in one’s own words.
- CT.7.R.5: After Reading—Compare and contrast universal themes, human nature, cultural and historical perspectives in multiple texts.
- CT.7.R.8: After Reading—Compare and contrast authors’ and/or characters’ perspectives expressed in multiple texts.
- CT.7.R.9: After Reading—Explain the similarities and differences in how an idea or concept is expressed in multiple texts.
- CT.7.R.12: After Reading—Apply information in one text to understand a similar situation of concept in another text.
- CT.7.R.13: After Reading—Explain the author’s purpose for writing a text.
- CT.7.R.14: After Reading—Explain the author’s use of voice.
- CT.7.R.16: After Reading—Evaluate how an author’s experiences, ethics, culture, heritage, ethnicity, values, assumptions and beliefs bias meaning.

- CT.7.R.17: After Reading—Evaluate how authors, illustrators and filmmakers express political and social issues.
- CT.7.R.20: Reading Reflection/Behaviors—Set reading goals and create a plan to meet those goals.
- CT.7.R.21: Reading Reflection/Behaviors—Monitor progress toward implementing the plan, making adjustments and corrections as needed.
- CT.8.R.1: Vocabulary—Explain and evaluate the effectiveness of persuasive vocabulary authors across all context areas use to influence reader’s opinions or actions.
- CT.8.R.2: Use cueing system and context clues to determine meanings of words.
- CT.8.R.4: After Reading—Generalize about universal themes, human nature, cultural and historical perspectives from reading multiple texts.
- CT.8.R.11: After Reading—Explain how certain actions cause certain effects.
- CT.9-12.1.3.c: Analyze the meaning of words and phrases in context.
- CT.9-12.2.3.a: Discuss, analyze and evaluate how characters deal with the diversity of human experience and conflict.

**Priority Standards:**

- **CC.7.R.L.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.**
- **CC.7.R.L.9: Compare and contrast a fictional portrayal of time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.**
- **CC.7.R.I.3: Analyze the interactions between individuals, events and ideas in a text.**
- **CC.7.R.I.6: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.**
- **CC.7.R.I.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.**
- **CC.7.W.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.**
- **CC.7.W.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the date and conclusions of others while avoiding plagiarism and following a standard format for citation.**

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

<b>Concepts (What Students Should Know)</b>	<b>Skills (What Students Should Be Able To Do)</b>	<b>Bloom’s Revised Taxonomy Level</b>
Theme or central idea of text	Determine	Understanding
Development of theme/central idea	Analyze	Analyzing
Fictional portrayal of time, place or character vs. historical account of same	Compare and contrast	Analyzing
Interactions between individuals, events and ideas	Analyze	Analyzing
Author’s point of view/purpose	Determine	Understanding
How author distinguishes own position from that of others	Analyze	Analyzing
How two or more authors shape presentation of	Analyze	Analyzing

information on the same topic through evidence and interpretation of facts		
Drawing on several sources and generating additional related questions	Conduct research	Analyzing Evaluating Creating
Multiple sources	Gather relevant information	Analyzing
Credibility and accuracy	Assess sources	Evaluating
Data and conclusions	Quote/Paraphrase	Analyzing

<b>Essential Questions</b>	<b>Big Ideas</b>
Why can the same topic or theme be treated differently by various authors?	Authors writing about similar ideas or themes will present information or develop arguments differently based on their individual perspectives and experiences.

# Preston English/Language Arts Curriculum

## Unit Planning Organizer – Unit 5

### 7<sup>th</sup> Grade

**Unit of Study:** Reading - Communicating for a Purpose; Writing – Focus on developing voice and perspective

**Pacing:** Instruction – 25 days (5 day buffer)

#### Overarching Common Core State Standards:

- CC.7.R.L.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CC.7.R.L.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
- CC.7.R.L.6: Analyze how an author develops and contrasts the point of view of different characters or narrators in a text.
- CC.7.R.L.7: Compare and contrast a story, drama or poem to its audio, filmed, staged or multimedia version, analyzing the effects of techniques unique to each medium.
- CC.7.R.L.9: Compare and contrast a fictional portrayal of time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
- CC.7.R.I.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CC.7.R.I.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings.
- CC.7.R.I.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- CC.7.R.I.6: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- CC.7.R.I.7: Compare and contrast a text to an audio, video or multimedia version of the text, analyzing each medium’s portrayal of the subject.
- CC.7.R.I.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- CC.7.R.I.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- CC.7.R.L.10: By the end of the year, read and comprehend literature, including stories, dramas and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- CC.7.W.1: Write arguments to support claims with clear reasons and relevant evidence.
- CC.7.W.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
- CC.7.W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.
- CC.7.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

#### Overarching CT Standards/Grade Level Expectations:

- CT.6.R.5: Before and During Reading—Use cueing system and context clues to determine meanings of words.
- CT.6.R.19: After Reading—Explain the impact of literary devices on meaning.
- CT.6.R.20: After Reading—Evaluate the author’s use of various techniques to influence readers’ perspectives.

- CT.7.R.6: After Reading—Identify an author’s use of time and sequence through the use of literary devices.
- CT.7.R.8: After Reading—Compare and contrast authors’ and/or characters’ perspectives expressed in multiple texts.
- CT.7.R.9: After Reading—Explain the similarities and differences in how an idea or concept is expressed in multiple texts.
- CT.7.R.11: After Reading—Analyze the characteristics and structural elements/essential attributes in a variety of poetic forms.
- CT.7.R.12: After Reading—Apply information in one text to understand a similar situation of concept in another text.
- CT.7.R.13: After Reading—Explain the author’s purpose for writing a text.
- CT.7.R.14: After Reading—Explain the author’s use of voice.
- CT.7.R.16: After Reading—Evaluate how an author’s experiences, ethics, culture, heritage, ethnicity, values, assumptions and beliefs bias meaning.
- CT.7.R.17: After Reading—Evaluate how authors, illustrators and filmmakers express political and social issues.
- CT.7.R.19: After Reading—Judge the validity of the evidence the author uses to support his/her position.
- CT.7.R.20: Reading Reflection/Behaviors—Set reading goals and create a plan to meet those goals.
- CT.7.R.21: Reading Reflection/Behaviors—Monitor progress toward implementing the plan, making adjustments and corrections as needed.
- CT.8.R.2: Use cueing system and context clues to determine meanings of words.
- CT.9-12.1.3.c: Analyze the meaning of words and phrases in context.

**Priority Standards:**

- **CC.7.R.L.9: Compare and contrast a fictional portrayal of time, place or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.**
- **CC.7.R.I.6: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.**
- **CC.7.R.I.7: Compare and contrast a text to an audio, video or multimedia version of the text, analyzing each medium’s portrayal of the subject.**
- **CC.7.R.I.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.**
- **CC.7.W.1: Write arguments to support claims with clear reasons and relevant evidence.**
- **CC.7.W.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.**
- **CC.7.W.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.**
- **CC.7.W.4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.**

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

<b>Concepts (What Students Should Know)</b>	<b>Skills (What Students Should Be Able To Do)</b>	<b>Bloom’s Revised Taxonomy Level</b>
Fictional portrayal of time, place or character vs. historical account of same	Compare and contrast	Analyzing
Author’s point of view/purpose	Determine	Understanding
How author distinguishes own position from that of others	Analyze	Analyzing
Portrayal of subject in text, audio, video and	Compare and contrast	Analyzing

multimedia		
Argument/claims, assessing reasoning and relevant and sufficient evidence	Trace and evaluate	Evaluating
Support claims with clear reasons and relevant evidence	Write arguments	Creating
Examine topics and convey/concepts through selection and organization of relevant content	Write informative/explanatory texts	Creating
Effective technique, relevant descriptive details and well-structured event sequences	Write narratives	Creating
Development, organization and style are appropriate to task, purpose and audience	Produce clear and coherent writing	Creating

<b>Essential Questions</b>	<b>Big Ideas</b>
How do authors/directors persuade readers/audience?	Authors/Directors persuade readers/audience by telling a story or presenting information in a particular fashion or by asserting particular claims in defense of a specific argument.

# Preston English/Language Arts Curriculum

## Unit Planning Organizer

### 8<sup>th</sup> Grade

**Unit of Study:** Finding the Evidence (Unit 4)

**Pacing:** Instruction – 25 days (5 day buffer)

#### **Overarching Common Core State Standards:**

- CC.8.R.L.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- CC.8.R.L.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- CC.8.R.L.10: By the end of the year, read and comprehend literature, including stories, dramas and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
- CC.8.R.I.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- CC.8.R.I.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- CC.8.R.I.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- CC.8.R.I.6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- CC.8.R.I.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- CC.8.R.I.9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretations.

#### **Overarching CT Standards/Grade Level Expectations:**

- CT.6.R.11: After Reading—Summarize information, including introduction and closing statements, main idea, most important supporting text-based facts, details and/or ideas, connections between the key ideas, and in one's own words.
- CT.8.R.7: After Reading—Develop literal and inferential questions about texts using explicit and implicit evidence from the texts.
- CT.8.R.10: After Reading—Compare, contrast and critique two author's beliefs and assumptions about a single topic or issue and decide which author presents the stronger argument.
- CT.8.R.14: After Reading—Critique an author's reasoning and use of evidence in an argument or defense of a claim.
- CT.8.R.17: After Reading—Extend the meaning of a text by expressing an insight implied but not stated or use text-based information to solve a problem not explicitly identified in the text.
- CT.8.R.18: Reading Reflection/Behaviors—Set goals for reading and develop a reading improvement plan.
- CT.8.R.19: Reading Reflection/Behaviors—Track reading progress through the use of such tools as portfolios, learning logs, self-scoring rubrics or strategy charts.

**Priority Standards:**

- **CC.8.R.L.1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **CC.8.R.I.2:** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- **CC.8.R.I.8:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- **CC.8.R.I.9:** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretations.

NOTE: Applicable standards from the Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

<b>Concepts (What Students Should Know)</b>	<b>Skills (What Students Should Be Able To Do)</b>	<b>Bloom’s Revised Taxonomy Level</b>
Strong textual evidence for explicit and implicit meaning	Cite	Understanding
Central idea of text	Determine	Analyzing
Development of central idea in text	Analyze	Analyzing
Text objectively	Summarize	Understanding/analyzing
Argument/claims, assessing reasoning and evidence	Delineate and evaluate	Understanding/evaluating
Irrelevant evidence	Recognize	Understanding
Where texts disagree on matters of fact or interpretation	Analyze	Analyzing

<b>Essential Questions</b>	<b>Big Ideas</b>
How can the reader analyze texts written on the same theme or topic that include different information?	Similar themes and topics can be evaluated across multiple texts even if arguments and related evidence vary.

## Kindergarten – 8<sup>th</sup> Grade ELA Unit Alignment

Kindergarten Units		1 <sup>st</sup> Grade Units		2 <sup>nd</sup> Grade Units	
Reading	Writing	Reading	Writing	Reading	Writing
1. Foundational Skills (90 days)	1. Letter formation; free writing; captions	1. Foundational Skills (45 days)	1. Reader Response Journal; free writing; captions	1. Engaging with Fiction (45 days)	1. Narrative piece (description of events)
2. Engaging with Fiction (45 days)	2. Narrative (descriptive) piece	2. Engaging with Fiction (45 days)	2. Narrative (descriptive) piece	2. Engaging with Non-Fiction (45 days)	2. Expository piece (how to)
3. Engaging with Non-Fiction (45 days)	3. Expository/opinion piece	3. Engaging with Non-Fiction (45 days)	3. Expository/Opinion piece	3. Narrative: In-Depth Focus (45 days)	3. Narrative piece (complete narrative)
		4. Comparing Fiction and Non-Fiction (45 days)	4. Research and presentation	4. Non-Fiction: In-Depth Focus (45 days)	4. Research and presentation

## Kindergarten – 8<sup>th</sup> Grade ELA Unit Alignment

3 <sup>rd</sup> Grade Units		4 <sup>th</sup> Grade Units		5 <sup>th</sup> Grade Units	
Reading Unit	Writing Unit	Reading	Writing	Reading	Writing
1 – How Characters Change	1 - Memoir	1. How Themes Communicate Different Messages	Personal Narrative; Character and Author’s Message	1. Uncovering Meaning and Message in Literature	1. Personal Narrative; Dialogue, Description and Events
2 – Linking Ideas with Information in Nonfiction	2 – “How To” and Informational Text	2. Using Structure to Link Ideas with Information in Text	2. Supporting Ideas with Information	2. Finding Information to Explore and Support Ideas	2. Compare/Contrast: Supporting Ideas with Information
3 – Messages and Meaning in Narrative Text	3 – Narrative Texts: Folktales, Fables and Myths	3. Examining Language and Narration in Fiction	3. Other Worlds, Mythology and Fantasy	3. Using Persuasion	3. Persuading Readers in Writing
4 – Author’s Message in Nonfiction Text	4 – Persuading Readers in Writing	4. Using Informational Text to Explore and Support Ideas	4. Persuading Readers in Writing	4. Expressing Ourselves Aloud	4. The Power of Biography
5 – Author’s Craft: Examining Language in Fiction	5 – Poetry and Powerful Language	5. A Closer Look at Story Elements and Structure in Multiple Genres	5. Performance, Poetry and Drama	5. Examining Language and Aesthetic Elements	5. Performance, Poetry and Drama
6 – Author’s Craft: Examining Language in Nonfiction	6 – Researching and Presenting Ideas	6. Using Language Structure and Access Features in Informational Text	6. Researching and Presenting Ideas	6. Studying the Craft of Persuasion	6. Research for Persuasive Argument

## Kindergarten – 8<sup>th</sup> Grade ELA Unit Alignment

6 <sup>th</sup> Grade Units		7 <sup>th</sup> Grade Units		8 <sup>th</sup> Grade Units	
Reading	Writing	Reading	Writing	Reading	Writing
1. Making a Good Story	1. Narrative—overall construction, voice, reader engagement	1. Making a Good Story	1. Narrative—overall construction, voice, reader engagement	1. Making a Good Story	1. Narrative—overall construction, voice, reader engagement
2. Analyzing Craft and Structure	2. Focus on use of appropriate techniques, transitions and precise language based on purpose	2. Analyzing Craft and Structure	2. Focus on use of appropriate techniques, transitions and precise language based on purpose	2. Analyzing Craft and Structure	2. Focus on use of appropriate techniques, transitions and precise language based on purpose
3. What’s the Big Idea?	3. Focus on maintaining and expanding topics and themes in narrative and expository writing	3. What’s the Big Idea?	3. Focus on maintaining and expanding topics and themes in narrative and expository writing	3. What’s the Big Idea?	3. Focus on maintaining and expanding topics and themes in narrative and expository writing
4. Finding the Evidence	4. Focus on developing arguments and formulating relevant claims and supporting evidence in expository and persuasive writing	4. Finding the Evidence	4. Focus on developing arguments and formulating relevant claims and supporting evidence in expository and persuasive writing	4. Finding the Evidence	4. Focus on developing arguments and formulating relevant claims and supporting evidence in expository and persuasive writing
5. Communicating for a Purpose	5. Focus on developing voice and perspective	5. Communicating for a Purpose	5. Focus on developing voice and perspective	5. Communicating for a Purpose	5. Focus on developing voice and perspective
6. Investigations	6. Focus on researching relevant topics and claims and drawing conclusions	6. Investigations	6. Focus on researching relevant topics and claims and drawing conclusions	6. Investigations	6. Focus on researching relevant topics and claims and drawing conclusions
7. Understanding the World Through Text	7. Focus on researching information from multiple sources and perspectives	7. Understanding the World Through Text	7. Focus on researching information from multiple sources and perspectives	7. Understanding the World Through Text	7. Focus on researching information from multiple sources and perspectives

# **PRESTON PUBLIC SCHOOLS**

## **English/Language Arts Curriculum**

### **Kindergarten through 8<sup>th</sup> Grade**

**MISSION STATEMENT:** The purpose of this curriculum is to align English/Language Arts instruction as developed under Connecticut State Department of Education (CSDE) Frameworks with Common Core State (CCS) Standards for English/Language Arts (ELA). Using documentation prepared by the CSDE, this curriculum anchors and defines literacy instruction based on CCS Standards; relevant and appropriate CSDE Framework Grade Level Expectations are matched with those standards. CCS Standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. Significant components of these standards include:

- Individual grade level standards for grades kindergarten through 8<sup>th</sup> grade;
- A focus on desired results rather than program prescriptions; teachers are free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set forth in the Standards;
- ELA domains—Reading, Writing, Speaking and Listening, Language—are integrated; the processes of each domain are closely connected;
- Research and media skills are integrated to ensure students develop skills necessary to answer questions or solve problems;
- Responsibility for literacy development extends across content areas; teachers of content areas outside of ELA (i.e., science, social studies) have a role in developing student literacy;
- Instruction and assessment of individual standards is meant to be focused and coherent. Therefore, units of instruction and assessment have been developed that prioritize standards, break out content and skills to be taught and assessed, and provide recommended summative assessments.

English/Language Arts Curriculum Committee Members:

Arline McCullen – PVMS (Kindergarten)

Ruth Friess – PVMS (1<sup>st</sup> Grade)

Lisa Clark – PVMS (2<sup>nd</sup> Grade)

Jennifer Thom – PVMS (3<sup>rd</sup> Grade)

Daniel Rearick – PVMS (4<sup>th</sup> Grade)

Sandra Bosko – PVMS (5<sup>th</sup> Grade)

Judith Ghattas – PPMS (6<sup>th</sup> Grade)

Christopher Pickett – PPMS (7<sup>th</sup> & 8<sup>th</sup> Grades)

Ivy Davis, Director of Curriculum, Instruction and Special Education.

Approved by Preston Board of Education on

## Preston Public Schools

### Superintendent's Goals 2011-2012

1. To improve student performances on the CMT's (i.e. 80% at Goal/Advanced) in mathematics, reading and writing in grades three through eight.

Completed     Progress     Planned for Future  
 No Action     Rejected

CMT's were administered to students enrolled in grades three through eight during March 2012. It is anticipated that the state will report out performances in early July. In the meantime, we remain confident that the hard work expended by teachers throughout the year in preparing students to perform well on these examinations will result in strong district-wide performances.

2. To support implementation of Instructional Excellence Teams comprising grade level/subject matter teachers in grades K-8.

Completed     Progress     Planned for Future  
 No Action     Rejected

Instructional Excellence Teams comprised of PK-6 grade level teachers and department specific teachers at PPMS, have convened weekly throughout the school year. In some instances, teams have been granted additional time to convene. The purpose of these teams is to identify instructional practices that will advance student achievement. In order to identify those practices, teachers have been engaged in an on-going review of student performance data gleaned from the work they produce in class as well as any standardized test data available to them.

3. To implement Star Enterprise, a comprehensive assessment program developed by Renaissance Learning in grades K-8.

Completed     Progress     Planned for Future  
 No Action     Rejected

Star Enterprise has proven to be an invaluable tool for assessing the progress students are making toward the attainment of key benchmarks in mathematics, reading and writing. Not only has implementation of this program filled a void in grades 1-2, its acquisition has also contributed to a standardized and comprehensive format for measuring student progress in grades 3-8 throughout the year as well..

4. To develop in conjunction with the principals and Director of Curriculum/Special Education a protocol for conducting routine, “Instructional Rounds.”

Completed     Progress     Planned for Future  
 No Action     Rejected

“Instructional Rounds” were conducted on November 1 (PPMS), November 29 (PVMS), January 23 (PPMS) and February 23 (PVMS). Participants included both principals, the Director of Curriculum, Instruction and Special Education, and myself. We were also joined by Tony Rigazio-DiGilio, our PD advisor from CCSU. In total, we visited 16 classrooms. The purpose of these rounds was to increase our own understanding of current instructional practices as they relate to the quality of student engagement responsiveness and learning. A district-wide faculty meeting will be convened on June 12 to address our findings. Further follow-up at the building level is planned for 2012-2013 as is a continuation of Instructional Rounds.

5. To develop a new curriculum guide for Board approval in language arts.

Completed     Progress     Planned for Future  
 No Action     Rejected

In anticipation of the state’s official adoption of the Common Core Standards in 2014-2015 our language arts curriculum has been revised and will be presented to the Board in June.

6. To expand implementation of Response to Intervention in mathematics at both PVMS and PPMS.

Completed     Progress     Planned for Future  
 No Action     Rejected

Accelerated Mathematics, a component of Star Enterprise represents the instructional resource available to address mathematics among those students who have been referred for that service via the Response to Intervention process. At PVMS, implementation has gone well, but at PPMS the limitations of a period driven schedule make it difficult to identify time for this intervention that does not deny student access to other important subjects. Consequently, time needs to be devoted to identifying and implementing adjustments to the current PPMS schedule that would make RTI a more viable option.



10. To work in conjunction with the First Selectman to ensure that the individual appointed to the position of Director of Finance and School Business Operations is successful.

Completed     Progress     Planned for Future  
 No Action     Rejected

Mr. Sirpenski, Director of Finance and School Business Operations, assumed this newly created position addressing both the financial needs of the Town and school board in September 2011 following 2 years of planning. To date, this arrangement has proven to be viable and successful.

11. To develop the Fiscal Year 2013 operating and capital budgets in conjunction with the Budget Sub-Committee.

Completed     Progress     Planned for Future  
 No Action     Rejected

The Fiscal Year 2013 operating budget was submitted on schedule and approved at Referendum on May 15.

12. To consider a sequel to the highly successful 2010-2011 technology program that was offered to Preston seniors, or an alternative thereto.

Completed     Progress     Planned for Future  
 No Action     Rejected

Effective April 24<sup>th</sup> and through the end of May, fourteen senior citizens comprising two groups – basic and intermediate - participated in a computer course taught by Evelyn Dekiert. The majority of these participants took advantage of this program when it was offered last year. The “basic” group focused on e-mailing, adding attachments, downloading files, creating simple letters with Google Docs, and organizing documents. The “intermediate” group worked on various features of Google accounts while also learning to use PDF files and memory sticks. In addition, they were exposed to on-line shopping and bill paying. Lastly, they received an introduction to social websites like Facebook, You Tube and Skype.



# Preston Board of Education

## Policies, Regulations, and Bylaws

5131.111

### Students

#### Conduct

#### Video Surveillance

The Board of Education recognizes the district's responsibility to maintain order and discipline on school property and in school vehicles. The Board also desires to afford students and staff privacy in respect to the records maintained by the district. The Board recognizes the value of electronic surveillance systems in monitoring activity on school property and in school vehicles in protecting the health, welfare and safety of its students and staff. The students and staff of the district recognize that their security and safety depends upon the capacity of the district to maintain discipline and that a certain amount of restraint upon the activities of students is assumed and expected.

The Board of Education having carefully weighed and balanced the rights of privacy of students and staff against the district's duty to maintain order and discipline, finds that it is appropriate to provide for the use of video camera surveillance in its transportation vehicles and on school grounds as follows:

1. The district shall notify its students, staff and the public that video surveillance may occur on any school property or on any transportation vehicle. The district shall incorporate said notice, in such places as, but not limited to, in the student handbook, district calendar, staff handbook and district website;
2. The use of video surveillance equipment on transportation vehicles shall be supervised by the district transportation supervisor. The use of video surveillance equipment on school grounds and on other district property shall be supervised and controlled by the Superintendent of Schools;
3. The use of video recordings from surveillance equipment shall be subject to the other policies of the district including policies concerning the confidentiality of student and personnel records;
4. Video surveillance shall only be used to promote the order, safety and security of students, staff and property.

#### Legal References:

(cf.4112.6/4212.6 – Personnel Records)

(cf.5125 – Student Records)

(cf.5131.1 – Bus Conduct)

(cf.5131.11 – Video Cameras on School Buses)

Family Educational Rights and Privacy Act, sec. 438, 20 U.S.C. sec. 1232g (1988)

#### Policy adopted:



**STATE OF CONNECTICUT**  
*DEPARTMENT OF EDUCATION*



June 4, 2012

Preston Public School District;

This letter serves as official notification that your district's Technology Plan for the 2012-2015 period has been approved and filed with the Connecticut State Department of Education. Your Technology Plan meets the standards and criteria required by the Connecticut State Department of Education.

As the certified Technology Plan Approver by the Universal Service Administrative Company for the Schools and Libraries Program, the Connecticut State Department of Education certifies that your plan meets the four required elements for the E-Rate Funding for the period of 2012-2015. Please keep this letter as official documentation for the Schools and Libraries Division (SLD).

Thank you for submitting this plan to the Connecticut State Department of Education. We appreciate you time and effort that went into this project and hope that you will see benefits during the coming years.

Sincerely;

A handwritten signature in black ink, appearing to read "M. Rose".

Martin P. Rose  
Information Technology Bureau Chief  
State Department of Education  
165 Capitol Ave  
Hartford CT, 06106