

Board of Education Regular Meeting

Monday, August 13, 2012 7:00 PM

PPMS Library, 1 Route 164, Preston, CT 06365

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

**Preston Board of Education
Regular Meeting
Monday, June 11, 2012
PVMS Library, 7 pm**

- 1) Chair John Moulson called the meeting to order at 7:01pm.
 - a) **Attending:** John Moulson, Deb Burke-Grabarek, Pauline Andruskiewicz, Sandra Allyn-Gauthier, Jan Clancy. Dan Harris was seated at 8:30pm.
 - b) **Absent:** Charles Raymond
 - c) **Also attending:** Dr. John Welch, (Superintendent), Attorney Nick Grillo, Ivy Davis-Tomczuk, Bob Sirpenski (Finance Director), Emil Levasseur, Jennifer Crary, Mike House, Pat Hibbard, Arline McCullen, Ray Bernier, Natalie Rudyk, Ruth Friess, Bill Legler, Fred Herbert (Preston Historical Society)
- 2) **Pledge of Allegiance**
- 3) **Approval of Minutes:** P. Andruskiewicz made a motion, seconded by D. Burke-Grabarek, to approve the minutes of the May 14, 2012 meeting. Motion carried with all in favor.
- 4) **Public comment:** Fred Herbert, of the Preston Historical Society, asked if the Board would consider allowing the Historical Society, to move the Revolutionary War monument from its present location to PVMS grounds. Descendants of the families that were responsible for the monument would like it to remain in the Preston City area, but its current location at the intersection of Rt. 165 and Shetucket Turnpike is not easily visible. Mr. Herbert suggested the space between the walking track and the fence. Dr. Welch and J. Moulson suggested a position near the flagpole at the front of PVMS. Mr. Herbert will report to the Historical Society that the Board is willing to have the monument on the school grounds and will report to J. Moulson about the proposed location.
- 5) **Sub-committees:**
 - a) **Budget:** did not meet. Dr. Welch suggested, however, that because the Board of Finance approached the Board of Education requesting a 5-year capital improvement plan, that the Budget sub-committee meet before September. Some topics to be considered: re-furbishing the rest of the playground at PVMS, air-conditioning at PPMS, and a generator at PVMS.
 - b) **Community Relations:** Met June 4 and discussed a community-wide . This will be discussed further under new business.
 - c) **Transportation:** did not meet.
 - d) **Audit:** did not meet, but requests a meeting with the newly hired auditors
 - e) **Preston Advisory Board:** Natalie Rudyk reported that they met in May. Dr. Welch and a number of Board members attended. The survey they had sent out

was discussed. The results and recommendations will be available to the Board at the next regular Board meeting.

- 6) **Executive Session** : P. Andruskiewicz made a motion, seconded by D. Burke-Grabarek, to take the agenda out of order to discuss collective bargaining. Motion carried with all in favor. D. Burke-Grabarek made a motion, seconded by S. Allyn-Gauthier, to move into executive session for the purpose of discussing strategy for collective bargaining. Attorney N. Grillo was invited into the session. At 7:25 pm, the Board returned to public session,
- 7) **CSEA Contract** : J. Clancy made a motion, seconded by D. Burke-Grabarek, to approve the CSEA contract dated July 1, 2010 – June 30, 2013 with respect to the re-openers concerning the 2012-1013 school year. Motion carried with all in favor.
- 8) **Superintendent's Report** :
 - a) Spring concert was very successful. Approximately 37% of the students participated (138 students). Thanks to all the teachers. Audience turnout was terrific.
 - b) After-school reading program: more successful at PVMS than at PPMS, in terms of number of participants and number who finished the program. One idea is to offer the program before school to the middle school students, rather than after school, due to all the activities after school.
 - c) Summer school historically took place the 5 weeks immediately following the end of the school year. This year, there will be a vacation for all students immediately following the end of school and then summer school will take place just prior to the start of the 2012-2013 school year. It is hoped that there will be less student-trip interruptions with this format. As well, it is hope that the learning "carry-over" will be stronger. About 37 students, 4 teachers, 6 instructional aides, and 4 classrooms will be used for the program.
 - d) The PPMS dinner-dance was held June 8 and went well.
 - e) NFA graduation will be June 15th and Dr. Welch will attend.
 - f) There was a power outage on June 5 which necessitated early dismissal of school. Connect-Ed was used to contact parents and guardians, but the expanded format was utilized, where ALL contact numbers were used, not just a primary contact number. It was noted that a generator at PVMS would help protect the technology and cafeteria food. The type with controls that would prevent technology damage would cost about \$85,000. PPMS incurred damage to a number of systems. It was also noted that the pump house does not run without electricity.
 - g) Monday, June 18, will be a half-day and the final day of this school year.
 - h) The awards assembly at PPMS was held Mon., June 11. It went well. There are 44 students in the class.

9) **Expenditure Report** :

- a) Bob Sirpenski gave a conservative estimate of a \$289K surplus, due to receiving higher than anticipated state paybacks. \$250K had been budgeted, but \$391K actually received. As well, the warm winter resulted in a savings of fuel. He anticipates that we will also save next year, perhaps \$38K in electricity, due to a drop in rates, a \$9.6K savings in oil (locked in price of \$2.89 gal. since the budget was prepared) and \$7.8K savings in diesel fuel (locked in at \$2.96 gal) for a potential savings of \$48K.
- b) Board must submit a "healthy food certification" form (a state requirement) by July 1. P. Andruskiewicz made a motion, seconded by D. Burke-Grabarek, to authorize the superintendent to sign this form. Motion carried with all in favor.
- c) A full cafeteria report will be ready at the next meeting.

10) **New Business** :

a) **Cafeteria** :

- i) There is a minimum meal price set by the state of \$2.61 a meal. Bob Sirpenski is recommending setting the meal price at \$2.75. He feels that the price will not then have to increase for a few years.
- ii) There are new menu requirements in effect for the next school year.
- iii) The previously discussed point-of-sale system has been researched. At this time, it would not be cost effective because it would require an increase in labor costs. Dr. Welch said research will continue to see if there is a way to make this work for Preston in a cost-effective way.
- iv) J. Clancy made a motion, seconded by S. Allyn-Gauthier, to increase the student meal price to \$2.75 beginning in the 2012-2013 school year. Motion carried with all in favor.

b) **Community Engagement Survey**:

- i) The survey was reviewed by the Community Sub-Relations committee on June 4 and the recommended changes were sent to School Perceptions LLC. The survey is expected to be rolled out in October, after the start of school routines have settled and before the holidays. It will be open for two weeks. Although a hard copy will be mailed to each household, it is hoped that most responses will be made on-line, as that is the most cost-effective manner. Each survey will include an access code for on-line completion, with instructions so that another adult in the household can also receive an access code to submit his/her opinions.
- ii) To have a successful participation rate, it is imperative that the Board promote this survey to the community many, many times. There is a list of suggested promotion ideas and these will be discussed in more detail later.

- iii) It is important to note that the Preston community, staff, administrators, and Board will not touch the data. School Perceptions LLC will receive all data, compile, analyze it, and send the results to us.
 - iv) There has been no cost to this point. Once the survey has been commissioned, the charge will be about \$2900. The balance of the requested \$5K will be for postage. If most responses are completed online, rather than hard copy, postage costs will be lower.
 - v) S. Allyn-Gauthier made a motion, seconded by P. Andruskiewicz, to authorize expending up to \$5,000 to commission the community survey. Motion carried with all in favor.
- c) Policy 4000 – Non Union Salary Adjustments
- i) Dr. Welch asked that Policy 4000 be moved upon, with the exception of the Finance Director, Fiscal Assistant, and Superintendent. Based on the budget presented at the Town meeting, this salary adjustment would be for a 2% increase.
 - ii) A long discussion followed about the salary increase for the Fiscal Assistant because her duties have dramatically increased in the last two years. J. Moulson made a motion, seconded by P. Andruskiewicz, that the Fiscal Assistant pay be increased by 10%. The motion carried with Moulson, Andruskiewicz, Allyn-Gauthier, Harris, and Burke-Grabarek voting yes. Clancy abstained.
 - iii) P. Andruskiewicz made a motion, seconded by S. Allyn-Gauthier, to increase salaries for non-union personnel by 2%. Motion passed with all in favor.
- d) PO 120638 Service Station Equipment: Mike House explained that the state annually inspects the tanks for fuel leakage. This year the tests revealed some problems that must be fixed. P. Andruskiewicz made a motion, seconded by D. Harris, to approve PO 120638 in the amount of \$5240 for Service Station to make the needed repairs. Motion carried with all in favor.
- e) Language Arts Curriculum: An overview was provided by Ivy Davis-Tomczuk. The Board was asked to look it over in preparation for discussion
- f) Dr. Welch discussed the Superintendent's Goals for the 2011-2012 school year and the progress made on each.
- 11) **Old Business:**
- a) The fy2012 budget surplus was discussed, including the plan of talking to the Board of Finance about setting up a non-lapsing account up to 1% of the operating budget, if such funds were available, in accordance with PA 10-108 (unexpended education funds account). A discussion followed on proposed upgrades of technology, PVMS playground, increased video surveillance, support material for the revised Language Arts Curriculum, and reference materials for the PVMS and PPMS libraries.

- b) P. Andruskiewicz made a motion, seconded by D. Burke/Grabarek, to request the Board of Finance to establish a non-lapsing account in accordance with PA 10-108 in the sum of 1% of the FY 2011-2012 operating budget to support playground and technology, providing such surplus amount is available. Motion carried with all in favor.
- c) J. Moulson made a motion, seconded by J. Clancy, to authorize the expenditure of \$71,500 from anticipated FY12 surplus funds, for the purposes of acquiring, after further financial research:
 - i) Six smart boards, not to exceed 20K
 - ii) 100 re-furbished computers, not to exceed 35K
 - iii) 4 video surveillance cameras, not to exceed 4.4K
 - iv) Curriculum support materials, not to exceed 9K
 - v) Library materials, not to exceed 3.1KMotion carried with all in favor.
- d) Policy 5131.111 Students: Video Surveillance: TABLED
- e) There is a strong possibility that the July 9 meeting may be cancelled.

12. **Executive Session**: P. Andruskiewicz made a motion, seconded by D. Burke-Grabarek, to move into Executive Session to discuss the employment of public officers. Dr. Welch was invited into the session. Motion carried with all in favor.

13. **Return to public session**: 11:05pm. D. Harris made a motion, seconded by S. Allyn-Gauthier, to increase the salary of the Finance Director by 3% to be consistent with the increase granted by the Town for their portion of this position. Motion carried with all in favor.

14. **Meeting adjourned** at 11:06 pm.



PRESTON PUBLIC SCHOOLS
 Office of the Superintendent of Schools
 325 Shetucket Turnpike
 Preston, Connecticut 06365-8631

John J. Welch, Ed.D.
Superintendent of Schools
welchj@prestonschools.org

(860) 889-6098
FAX (860) 889-8685

August 8, 2012

To: Chairperson and Members of the Preston Board of Education

From: John J. Welch, Ed.D.

Re: 2012-2013 Enrollment

Please note the following 2012-2013 enrollment data as of August 2012:

	Gr K	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8
Projected	39	37	36	33	50	49	40	47	39
Actual	*46	37	35	34	50	57	43	52	39
Sections	2	2	2	2	3	3	2	N/A	N/A
Ratio	1-23	1-19 1-18	1-18 1-17	1-17	1-17 1-17 1-16	1-19 1-19 1-19	1-22 1-21	N/A	N/A

*Excludes 4 unconfirmed but potential enrollments.

PRESTON PUBLIC SCHOOLS

325 SHETUCKET TURNPIKE

PRESTON, CT 06365

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

DATE	PURCHASE ORDER NUMBER
6/21/2012	120658
AMOUNT	ACCOUNT CODE
\$8,000.00	1-101-0070-0421-2700-0000

PURCHASE ORDER COPY

COPY

Pete's Tire Barns
275 East Main Street
Orange, MA 01364

SHIP PREPAID TO:

Preston Veterans Memorial School
325 Shetucket Turnpike
Preston, CT 06365

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

Vendor Phone Vendor Fax Vendor Code B1328

Delivery Required	F.O.B.	Requested by: P. Hibbard	# Attachments 0
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ITEM	QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
1	1.00 Each	Tires and mounting, 7 sets of rear tires and 5 sets of front tires	\$8,000.00	\$8,000.00
TOTAL				\$8,000.00

PRESTON PUBLIC SCHOOLS

325 SHETUCKET TURNPIKE

PRESTON, CT 06365

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

DATE	PURCHASE ORDER NUMBER
7/18/2012	130044
AMOUNT	ACCOUNT CODE
\$9,515.76	1-101-0080-0735-2230-0000

PURCHASE ORDER COPY

COPY

eChalk, Inc.

199 Water Street, 16th Floor

New York, NY 10038

SHIP PREPAID TO:

Technology Coordinator

Preston Public Schools

325 Shetucket Turnpike

Preston, CT 06365

Vendor Phone Vendor Fax Vendor Code B02010

Delivery Required	F.O.B.	Requested by: Emile	# Attachments 0
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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

ITEM	QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
1	1.00 Each	Web hosting (3 prestonschools.org web sites) and Email hosting (@prestonschools.org) services per your quote ref #43246 for FY 2012-13.	\$9,515.76	\$9,515.76
TOTAL			\$9,515.76	\$9,515.76

PRESTON PUBLIC SCHOOLS

325 SHETUCKET TURNPIKE

PRESTON, CT 06365

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

DATE	PURCHASE ORDER NUMBER
7/18/2012	130037
AMOUNT	ACCOUNT CODE
\$4,304.95	1-101-0070-0421-2700-0000

PURCHASE ORDER COPY

COPY

Pete's Tire Barns
275 East Main Street
Orange, MA 01364

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

SHIP PREPAID TO:

Supervisor of Transportation
Preston Bus Garage
327 Shetucket Turnpike
Preston, CT 06365

Vendor Phone	Vendor Fax	Vendor Code B1328	
Delivery Required	F.O.B.	Requested by: Kyle	# Attachments 0

ITEM	QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
1	5.00 Each	10R 22.5 Tires	\$577.79	\$2,888.95
2	6.00 Each	Tubeless Valve Stems	\$6.00	\$36.00
3	6.00 Each	Hub Piloted Steel Rims	\$210.00	\$1,260.00
4	6.00 Each	Mount/Dismount Charge	\$20.00	\$120.00
TOTAL				\$4,304.95

PRESTON PUBLIC SCHOOLS

325 SHETUCKET TURNPIKE

PRESTON, CT 06365

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

DATE	PURCHASE ORDER NUMBER
7/18/2012	130038
AMOUNT	ACCOUNT CODE
\$3,220.92	1-101-0070-0421-2700-0012

PURCHASE ORDER COPY

COPY

Pete's Tire Barns
275 East Main Street
Orange, MA 01364

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

SHIP PREPAID TO:

Supervisor of Transportation
Preston Bus Garage
327 Shetucket Turnpike
Preston, CT 06365

Vendor Phone Vendor Fax Vendor Code B1328

Delivery Required	F.O.B.	Requested by: Kyle	# Attachments 0
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ITEM	QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
1	18.00 Each	Recapped Old Tires To Put In Storage	\$165.96	\$2,987.28
2	1.00 Each	Nail Hole Repair	\$8.64	\$8.64
3	3.00 Each	Fleet Service Charge in Hours	\$75.00	\$225.00
TOTAL				\$3,220.92

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 3

3rd 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.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom’s Revised Taxonomy Level
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

Essential Questions	Big Ideas
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.

Kindergarten – 8th Grade ELA Unit Alignment

Kindergarten Units		1 st Grade Units		2 nd 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 – 8th Grade ELA Unit Alignment

3 rd Grade Units		4 th Grade Units		5 th 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 – 8th Grade ELA Unit Alignment

6 th Grade Units		7 th Grade Units		8 th 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 English/Language Arts Curriculum

Unit Planning Organizer – Unit 5

3rd 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.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom’s Revised Taxonomy Level
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

Essential Questions	Big Ideas
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

7th 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.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom’s Revised Taxonomy Level
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

Essential Questions	Big Ideas
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

1st 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.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom’s Revised Taxonomy Level
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

Essential Questions	Big Ideas
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.

3rd 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
Reading Strands: Reading for Literature	
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 rd Grade High Frequency Word List).
	--By the end of 3 rd 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.

Reading Strands: Reading for Information	
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 rd 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.

Foundational Skills Standards	
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 rd 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 rd 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.

Writing Standards:	
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 reasons/details.
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 and linking 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 and clearly conveying ideas and information.
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, grouping related ideas/information together. --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 and linking 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 and linking 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, grouping related ideas/information together .
	CT.3.W.29: Complete a draft of a single topic, using simple notes or outlines generated from the planning stage .
	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, grouping related ideas/information together .
	CT.3.W.29: Complete a draft of a single topic, using simple notes or outlines generated from the planning stage .
	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.	-- Conduct research to build knowledge about a specific topic by accessing background knowledge, gathering information from sources, summarizing and sorting information .
	CT.3.W.39: Write a report to explain a topic, citing one source and clearly conveying ideas and information .
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.	-- Conduct research to build knowledge about a specific topic by accessing background knowledge, gathering information from sources, summarizing and sorting information .
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 and linking words to connect ideas.
	CT.3.W.39: Write a report to explain a topic, citing one source and clearly conveying ideas and information .
	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 reasons/details .
	CT.3.W.44: Write a quatrain poem.
	CT.3.W.45: Write a limerick.
	CT.3.W.46: Write a free verse poem.

Speaking & Listening Standards:	
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.	visual supports (e.g., illustrations, charts, graphs, video clips).
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.

Language Standards:	
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.	-- Separate dialogue from text by using commas and quotation marks.
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.	-- Choose words that are appropriate and specific to context.
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.	--Evidence understanding of figures of speech and other kinds of figurative language; distinguish the literal
	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 rd 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 7

7th 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.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom’s Revised Taxonomy Level
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

Essential Questions	Big Ideas
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 1

7th 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.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom’s Revised Taxonomy Level
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

Essential Questions	Big Ideas
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 4

1st 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.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom’s Revised Taxonomy Level
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

Essential Questions	Big Ideas
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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
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Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 7

7th 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.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom’s Revised Taxonomy Level
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

Essential Questions	Big Ideas
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 1

1st 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.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom’s Revised Taxonomy Level
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

Essential Questions	Big Ideas
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 5

7th 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 of 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.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom’s Revised Taxonomy Level
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

Essential Questions	Big Ideas
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

8th 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.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom’s Revised Taxonomy Level
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

Essential Questions	Big Ideas
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.

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 3

7th 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.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom’s Revised Taxonomy Level
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

Essential Questions	Big Ideas
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 1

3rd 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.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom’s Revised Taxonomy Level
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

Essential Questions	Big Ideas
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.

7th 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
Reading Strands: Reading for Literature	
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; provide explicit and implicit evidence from text.
	CT.7.R.9: Explain the similarities and differences in how an idea or concept is expressed in multiple texts; provide explicit and implicit evidence from text.
	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.
	--Analyze the development of the theme/s over the course of the text.
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; analyze how particular elements of a story or drama interact.
	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, rhymes, sound repetitions).</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 drama and a variety of poetic forms ; evaluate how the author uses these techniques to influence readers’ perspectives .
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>--Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</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>--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> <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>--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> <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	-- By the end of 7th grade, read and comprehend literature including

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.	stories, dramas and poems in the grades 6-8 text complexity band (Lexile Band 1000-1100).
	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.

Reading Strand: Reading for Information	
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 7th grade, read and comprehend literary nonfiction in the grades 6-8 text complexity band (Lexile Band 1000-1100).</p>

Writing Standards:	
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.

Speaking and Listening Standards:	
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).

Language Standards:	
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 PUBLIC SCHOOLS

English/Language Arts Curriculum

Kindergarten through 8th 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 8th 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 (1st Grade)

Lisa Clark – PVMS (2nd Grade)

Jennifer Thom – PVMS (3rd Grade)

Daniel Rearick – PVMS (4th Grade)

Sandra Bosko – PVMS (5th Grade)

Judith Ghattas – PPMS (6th Grade)

Christopher Pickett – PPMS (7th & 8th Grades)

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

Approved by Preston Board of Education on

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 2

7th 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.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom's Revised Taxonomy Level
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

Essential Questions	Big Ideas
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 4

3rd 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.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom’s Revised Taxonomy Level
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

Essential Questions	Big Ideas
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 2

1st 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 1st 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.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom’s Revised Taxonomy Level
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

Essential Questions	Big Ideas
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 3

3rd 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.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom’s Revised Taxonomy Level
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

Essential Questions	Big Ideas
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 6

3rd 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.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom’s Revised Taxonomy Level
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

Essential Questions	Big Ideas
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.

1st 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
Reading Strands: Reading for Literature	
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 st 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)

Reading Strands: Reading for Information	
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 headings, tables of contents, glossaries, electronic menus, icons , 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 headings, tables of contents, glossaries, electronic menus, icons , 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 st 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)

Reading Foundational Skills:	
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.
	--Identifies features of a sentence (e.g., first word capitalization, ending punctuation).
CC.1.R.F.2: Demonstrate understanding of spoken words, syllables and sounds.	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 st 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.

Writing Standards:	
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).	CT.1.W.20: Write to explain a process.
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.

Speaking & Listening Standards:	
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 and answer 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 and information presented .
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 and answer 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).

Language Standards:	
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.	-- Legibly print all upper- and lowercase letter.
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.
	-- Use pronouns to refer to self and others.
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.
	-- Use verbs to convey time (e.g., past, present, future).
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).	-- Use articles and demonstratives (e.g., a, the, this, that, these, those, each, some, either, my, your).
CC.1.L.1.i: Use frequently occurring prepositions (e.g., during, beyond, toward).	-- Use frequently occurring prepositions (e.g., during, beyond, toward).
CC.1.L.1.j: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	-- Produce and expand simple declarative, interrogative, imperative and exclamatory sentences in response to prompts.
	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.



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July 31, 2012

Dear

Earlier this month, the Connecticut State Department of Education released the 2012 Connecticut Mastery Test results.

I was especially impressed with your performance in mathematics, reading, writing and science. In fact, your performance on all four tests fell into the Advanced category, the highest possible category. Among 276 students in grades three through eight who were administered those tests in March 2012, you were one of only 39 students to achieve that distinction.

So, congratulations on doing a superb job. Individual student reports will be issued shortly by the test manufacturer, but during the interim, I wanted you to know how much I appreciated your outstanding performance.

Best wishes for a productive 2012-2013 school year.

Very truly yours,

A handwritten signature in cursive script that reads "John J. Welch".

John J. Welch, Ed. D.

cc: Mr. Bernier
Mrs. Davis-Tomczuk
Preston Board of Education



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