

CARMEL CENTRAL SCHOOL DISTRICT



Curriculum Guide

Grades K-4

- ♦ **Mathematics**
- ♦ **Science**
- ♦ **Social Studies**
- ♦ **ELA (Writing & Reading)**



Mathematics

Grades K-4

- What children should know by the end of the school year
- What units of study students will cover
- How grades will be determined
- Sources of instruction
- Curriculum approach

Mathematics

UNITS OF STUDY

By the end of the school year, all **Kindergarten** students should be able to do the following:

Required fluency: Add/Subtract within 5

Counting and Cardinality

- Know number names and the count sequence
- Count to tell the number of objects
- Compare numbers

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from

Number and Operations in Base Ten

- Work with numbers 11-19 to gain foundations for place value

Measurement and Data

- Describe and compare measurable attributes
- Classify objects and count the number of objects in categories

Geometry

- Identify and describe shapes
- Analyze, compare, create, and compose shapes

REPORT CARDS

- Recognizes numerals 0-20
- Demonstrates 1:1 correspondence to 20
- Counts to 100
- Creates & extend patterns

SOURCES FOR GRADES

- Teacher observation
- Checklists
- Classwork sheets
- Math games/manipulatives
- 1:1 assessments

CURRICULUM APPROACH

- Teacher-made materials
- Math Connects curriculum
- Program trade books
- Engage New York modules

Mathematics

By the end of the school year, all **first-grade** students should be able to do the following:

Required fluency: Add/Subtract within 10

UNITS OF STUDY

Operations and Algebraic Thinking	Number and Operations in Base Ten	Measurement and Data	Geometry
<ul style="list-style-type: none"> • Represent and solve problems involving addition and subtraction • Understand and apply properties of operations and the relationship between addition and subtraction • Add and subtract within 20 • Work with addition and subtraction equations • Number and Operations in Base Ten • Measurement and data • Geometry 	<ul style="list-style-type: none"> • Extend the counting sequence • Understand place value • Use place value understanding and properties of operations to add and subtract • Understand concepts • Demonstrate problem-solving skills • Compute accurately 	<ul style="list-style-type: none"> • Measure lengths indirectly and by iterating length units • Tell and write time and money • Represent and interpret data 	<ul style="list-style-type: none"> • Reason with shapes and their attributes

REPORT CARDS

- Understands concepts
- Demonstrates problem-solving skills
- Computes accurately

SOURCES FOR GRADES

- Tests and quizzes
- Student-work examples
- Teacher observation

CURRICULUM APPROACH

- Math Connects curriculum
- Teacher-made materials
- Engage New York modules
- Program trade books

Mathematics

By the end of the school year, all **second-grade** students should be able to do the following:

Required fluency: Add/Subtract within 20; Add/subtract within 100

UNITS OF STUDY

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction
- Add and subtract within 20
- Work with equal groups of objects to gain foundations for multiplication

Number and Operations in Base Ten

- Understand place value
- Use place value understanding and property of operations to add and subtract

Measurement and Data

- Measure and estimate lengths in standard units
- Relate addition and subtraction to length
- Work with time and money
- Represent and interpret data

Geometry

- Reason with shapes and their attributes

REPORT CARDS

- Understands concepts
- Applies and explains problem-solving strategies
- Knows addition facts
- Knows subtraction facts

SOURCES FOR GRADES

- Tests & quizzes
- Student work samples
- Timed math fact tests
- Class participation

CURRICULUM APPROACH

- Math Connect program
- Teacher-made materials
- Engage New York modules

Mathematics

By the end of the school year, all **third-grade** students should be able to do the following:

Required fluency: Multiply/divide within 100; Add/subtract within 100

UNITS OF STUDY

Operations and Algebraic Thinking	Number and Operations	Measurement and Data	Geometry
<ul style="list-style-type: none"> • Represent and solve problems involving multiplication and division • Understand properties of multiplication and the relationship between multiplication and division • Multiply and divide within 100 • Solve problems involving the four operations and identify and explain patterns in arithmetic 	<ul style="list-style-type: none"> • In Base Ten: Use place value understanding and properties of operations to perform multi-digit arithmetic • Fractions: Develop understanding of fractions as numbers 	<ul style="list-style-type: none"> • Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects • Represent and interpret data • Geometric measurement: understand concepts of area and relate area to multiplication and to addition • Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures 	<ul style="list-style-type: none"> • Reason with shapes and their attributes

REPORT CARDS

- Understands mathematical concepts
- Applies problem-solving and reasoning skills
- Computes accurately
- Knows math facts

SOURCES FOR GRADES

- Teacher observation
- Worksheets
- Online resources

CURRICULUM APPROACH

- Teacher-made materials
- Program trade books
- Engage New York modules

Mathematics

By the end of the school year, all **fourth-grade** students should be able to do the following:

Required fluency: Add/Subtract within 1,000,000

UNITS OF STUDY

Operations and Algebraic Thinking	Number and Operations in Base Ten	Number and Operations—Fractions	Measurement and Data	Geometry
<ul style="list-style-type: none"> • Use the four operations with whole numbers to solve problems • Gain familiarity with factors and multiples • Generate and analyze patterns 	<ul style="list-style-type: none"> • Generalize place value understanding for multi-digit whole numbers • Use place value understanding and properties of operations to perform multi-digit arithmetic 	<ul style="list-style-type: none"> • Extend understanding of fraction equivalence and ordering • Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers • Understand decimal notation for fractions, and compare decimal fractions 	<ul style="list-style-type: none"> • Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit • Represent and interpret data • Geometric measurement: understand concepts of angle and measure angles 	<ul style="list-style-type: none"> • Draw and identify lines and angles, and classify shapes by properties of their lines and angles

REPORT CARDS

- Understands mathematical concepts
- Demonstrates basic facts
- Demonstrates problem solving and reasoning skills
- Demonstrates an understanding of mathematical vocabulary

SOURCES FOR GRADES

- Chapter assessments
- Quizzes
- Classroom observations
- Classwork
- Homework

CURRICULUM APPROACH

- Math Connect program
- Teacher-made materials
- Interactive technology lessons
- Engage New York modules



Science

Grades K-4

- What children should know by the end of the school year
- What units of study students will cover
- How grades will be determined
- Sources of instruction
- Curriculum approach

Science

By the end of the school year, all kindergarten students should be able to do the following:

- ◇ Observe, describe and compare properties of familiar objects
- ◇ Work cooperatively and use material carefully
- ◇ Name the main external parts of their bodies and name the sense connected to it
- ◇ Describe how they use the five senses in everyday life
- ◇ Name the characteristics that distinguish living from non-living things and plants from animals
- ◇ Describe the conditions for growing seeds
- ◇ Draw conclusions from observations using the five senses

UNITS OF STUDY

- Using my senses to learn about and appreciate science
- Using my senses to learn about me and my world
- Using my senses to learn about other living things in the world
- Using my senses to learn about non-living things in the world

REPORT CARDS

- Demonstrates an understanding of content
- Uses scientific tools appropriately

SOURCES FOR GRADES

- Classroom work
- Participation and engagement in activities
- Application of skills
- Teacher observation

CURRICULUM APPROACH

- Science 21
- Teacher-made materials
- Cross curricular integration using literature
- New York scope and sequence

Kindergarten

Science

By the end of the school year, all first-grade students should know the following:

- ◇ Parts of a seed
- ◇ Parts of a plant
- ◇ What plants need to survive
- ◇ Plant life cycle
- ◇ Properties of rocks
- ◇ Classifying and sorting rocks
- ◇ Uses of rocks
- ◇ Properties of solids and liquids
- ◇ Classifying and sorting solids and liquids
- ◇ Identifying differences between solids and liquids

UNITS OF STUDY

- New Plants—Living environment
- Rocks, sand and silt—Physical setting
- Solids and liquids—Physical setting

REPORT CARDS

- Demonstrates an understanding of content
- Applies concepts and skills to activities
- Effort

SOURCES FOR GRADES

- Classroom work
- Participation and engagement in activities
- Application of skills
- Curriculum unit assessments
- Teacher observation

CURRICULUM APPROACH

- Full Option Science System program (FOSS)
- Teacher-made materials
- Cross curricular integration using literature
- New York scope and sequence

Grade 1

Science

By the end of the school year, all second-grade students should be able to do the following:

- ◇ Understand that all animals need air, water, food and a habitat
- ◇ Observe and describe the life cycle of insects
- ◇ Observe and describe similarities & differences among insects
- ◇ Understand that humans need healthy food, exercise and rest
- ◇ Describe and demonstrate good health habits: hand washing, eating balanced diet & exercise
- ◇ Understand that weather is a condition of the air around you
- ◇ Describe and measure weather
- ◇ Explore the properties of air
- ◇ Describe the properties of water/water cycle
- ◇ Explore and describe the principles of balance
- ◇ Explore and observe objects in motion
- ◇ Explore and observe wheels & axles
- ◇ Explore and observe forces (push/pull/gravity)

UNITS OF STUDY

- Insects
- Health
- Air and weather
- Balance and motion

REPORT CARDS

- Demonstrates an understanding of content
- Applies concepts and skills to activities
- Effort

SOURCES FOR GRADES

- Classroom experiments and projects
- Independent and group work
- Class participation
- Curriculum unit assessments
- Homework
- Teacher observation

CURRICULUM APPROACH

- Full Option Science System program (FOSS)
- Teacher-made materials
- Trade books
- New York scope and sequence

Grade 2

Science

By the end of the school year, all third-grade students should be able to do the following:

- ◇ Identify physical properties of objects (leaves, fingerprints)
- ◇ Sort and classify objects by their physical properties
- ◇ Demonstrate understanding of symmetry
- ◇ Observe and describe the structures of seeds and plants
- ◇ Observe and describe the life cycle of plants and animals
- ◇ Describe how the environment affects living things
- ◇ Explore and describe the interdependence of plants and animals
- ◇ Demonstrate understanding that all animals need food, water, shelter & space
- ◇ Describe adaptations of animals and plants
- ◇ Name and describe the objects in our solar system
- ◇ Demonstrate understanding of what a solar system is
- ◇ Demonstrate understanding of the movement inside the solar system, rotation and revolution
- ◇ Explore relative size & relative distance using standard & metric units
- ◇ Demonstrate understanding and use of metric and standard measurement

UNITS OF STUDY

- New plants-Living environment
- Rocks, sand and silt—Physical setting
- Solids and liquids—Physical setting

REPORT CARDS

- Demonstrates an understanding of content
- Applies concepts and skills to activities
- Effort

SOURCES FOR GRADES

- Classroom experiments & projects
- Independent and group work
- Class participation
- Curriculum unit assessments
- Science journal responses and notebooks
- Application of content vocabulary
- Teacher observation

CURRICULUM APPROACH

- Full Option Science System program (FOSS)
- Teacher-made materials
- Trade books
- New York scope and sequence

Grade 3

Science

By the end of the school year, all fourth-grade students should be able to do the following:

- ◇ Explore how plants & animals make food by using air, water, & energy from the sun and their involvement in the food chain
- ◇ Describe how conditions in the environment—such as the amount of available food, water, air, space, shelter, heat and sunlight—can affect how living things develop and grow
- ◇ Understand that magnetism is a force that attracts or repels certain materials
- ◇ Observe, describe and explore the physical properties of water
- ◇ Observe water's density in different temperatures and states of matter
- ◇ Study and describe how matter transforms from one state to another, for example, from solid (ice) to liquid (water) to gas (water vapor)
- ◇ Describe how water is recycled on earth through the natural processes of precipitation, condensation, and evaporation
- ◇ Understand the difference between electrical conductors and insulators
- ◇ Describe and construct a complete electrical circuit using different components
- ◇ Identify and utilize appropriate tools to measure length, mass and volume
- ◇ Explore how we use different simple machines in everyday life

UNITS OF STUDY

- Environments
- Water
- Levers and pulleys
- Magnets and electricity
- Energy
- Properties of matter
- Measurement

REPORT CARDS

- Demonstrates an understanding of content
- Applies concepts and skills to activities
- Accurately determines measurements using appropriate scientific tools
- Effort

SOURCES FOR GRADES

- Classroom experiments and projects
- Independent and group work
- Class participation
- Curriculum unit assessments
- Science journal responses and notebooks
- Application of content vocabulary
- Teacher observation

CURRICULUM APPROACH

- Full Option Science System program (FOSS)
- Teacher-made materials
- Trade books
- New York scope and sequence

Grade 4



Social Studies

Grades K-4

- What children should know by the end of the school year
- What units of study students will cover
- How grades will be determined
- Sources of instruction
- Curriculum approach

Social Studies

By the end of the school year, all kindergarten students should be able to do the following:

- ◇ Understand every person is unique and special; families can be similar and different but we all celebrate special times; respect and caring are necessary for every community to which we belong
- ◇ Understand how they can be good citizens and that their choices affect themselves and others
- ◇ Understand that all people have needs and wants and need others to fulfill them. People can work together for the good of all and that every worker needs tools

UNITS OF STUDY

- Myself and others
- How can I be a good citizen
- Understanding needs and wants

REPORT CARDS

- Students can share information about themselves and their community

SOURCES FOR GRADES

- Class participation
- Independent and group work

CURRICULUM APPROACH

- Teacher-made materials
- Common Core Standards
- BOCES SS/ELA curriculum
- Discovery streaming

Kindergarten

Social Studies

By the end of the school year, all first-grade students should be able to do the following:

- ◇ Understand they are citizens of a classroom, school, town, state, and country.
- ◇ Understand and respect symbols of the USA, and know the importance of respecting themselves, others, and school property
- ◇ Understand that families are similar and different, grow and change over time, and help each other
- ◇ Understand that a community is made up of citizens who have roles and responsibilities and must respect and communicate with other members of the community
- ◇ Understand places can be located on maps and globes using symbols, and a map key
- ◇ Understand that people have wants and needs and they work in communities to fulfill them

UNITS OF STUDY

- Rules and laws
- We are family
- Unity in community
- Economics

REPORT CARDS

- Demonstrates an understanding of content

SOURCES FOR GRADES

- Performance tasks and projects
- Quizzes, tests and writing to a prompt
- Participation
- Observation

CURRICULUM APPROACH

- BOCES SS/ELA curriculum
- Discovery streaming
- BrainPOP Jr.
- Scholastic News/National Geographic
- Fiction/nonfiction read a-louds
- Common Core concepts/themes

Grade 1

Social Studies

Grade 2

By the end of the school year, all second-grade students should be able to do the following:

- ◇ Know and understand active citizenship
- ◇ Understand that rural, urban and suburban communities have distinct characteristics and all communities have similarities
- ◇ Understand that geography influences the lifestyles of different communities
- ◇ Understand how our past influences today
- ◇ Understand major economic concepts and systems and the principles of decision making

UNITS OF STUDY

- Active citizenship
- Rural, urban and suburban communities
- Geography of communities
- Our past
- Economics

REPORT CARDS

- Demonstrates understanding of content

SOURCES FOR GRADES

- Class participation
- Independent and group work
- Field trip participation
- Reports and projects
- Homework
- Quizzes and tests

CURRICULUM APPROACH

- Teacher-made materials
- Common Core Standards
- BOCES SS/ELA curriculum
- McGraw Hill big books
- BrainPOP Jr.
- Scholastic News/Time for Kids
- Literature

Social Studies

By the end of the school year, all third-grade students should be able to do the following:

- ◇ Understand how geography affects the United States and world communities
- ◇ Understand how to read a map, use a compass rose and degrees of latitude and longitude to find absolute locations
- ◇ Understand how the United States and world communities fulfill their needs and wants
- ◇ Understand what makes the United States government democratic
- ◇ Understand the various forms of government in world communities
- ◇ Understand the many common and diverse cultural elements in world communities

UNITS OF STUDY

- Geography
- United States of America
- China
- Brazil

REPORT CARDS

- Demonstrates understanding of content
- Demonstrates an understanding of geography skills

SOURCES FOR GRADES

- Quizzes
- Tests
- Classroom observation

CURRICULUM APPROACH

- BOCES SS/ELA curriculum
- Common Core Standards
- Teacher created materials
- Current events magazine
- BrainPOP Jr.
- Discovery Education Streaming

Grade 3

Social Studies

By the end of the school year, all **fourth-grade** students should be able to do the following:

- ◇ Understand why early Europeans came to New York and what changes came about as a result of the Native American's contact with Europeans
- ◇ Understand how everyday life in colonial New York is different from everyday life today
- ◇ Understand how and why the United States government was created as well as citizenships and how individual rights are protected
- ◇ Understand how the Industrial Revolution and inventions changed America
- ◇ Understand how geography influenced the growth and development of New York State

UNITS OF STUDY

- The three worlds: Native Americans, Europeans and Africans meet in New York State
- The impact of the Colonial and Revolutionary War periods on New York and the Nation
- National and Local Government
- The impact of the Industrial Revolution on New York

REPORT CARDS

- Understanding of concepts
- Understanding of geography

SOURCES FOR GRADES

- Independent and group work
- Quizzes and tests
- Class participation
- Classwork and homework

CURRICULUM APPROACH

- BOCES SS/ELA curriculum
- Common Core Standards
- New York newspapers
- Current events magazines
- Textbook
- Discovery Streaming



ELA-Reading

Grades K-4

- What children should know by the end of the school year
- How grades will be determined
- Sources of instruction
- Curriculum approach

ELA-Reading

By the end of the school year, all **Kindergarten** students should be able to do the following Reading Tasks:

Literature
<ul style="list-style-type: none"> • Ask and answer questions about key details in a story* • Retell familiar stories* • Identify characters, settings and events in stories* • Ask and answer questions about unknown words in a text • Recognize common types of texts • Name the author and illustrator; define the role of each in telling the story* • Describe the relationship between illustrations and the story* • Compare and contrast the adventures and experiences of characters in familiar stories* • Actively engage in group reading activities with purpose and understanding • Make connections between self, text, and the world around them*

Informational Text
<ul style="list-style-type: none"> • Ask and answer questions about key details * • Identify the main topic and retell key details* • Describe the connection between two pieces of information* • Ask and answer questions about unknown words* • Identify the front cover, back cover, and title page of a book • Name the author and illustrator and what they are responsible for • Describe the relationship between illustrations and the text* • Identify the reasons an author gives to support point* • Identify basic similarities in and differences between two texts on the same topic* • Actively engage in group reading activities with purpose and understanding

Foundational Skills
<ul style="list-style-type: none"> • <i>Print Concepts</i>: Demonstrate understanding of the organization and basic features of print • <i>Phonological Awareness</i>: Demonstrate understanding of spoken words, syllables, and sounds • <i>Phonics and Word Recognition</i>: Know and apply grade-level phonics and word analysis skills in decoding words • <i>Fluency</i>: Read emergent-reader texts with purpose and understanding

*With prompting & support

REPORT CARDS

- Conventions of print
- Rhyming words
- Upper case letter recognition
- Lower case letter recognition
- Letter sounds
- Phonemic awareness
- Sight words

SOURCES FOR GRADES

- Teacher observation
- Classroom work
- Participation & engagement in activities
- Application of skills
- Independent & work group
- District assessments
- Student work examples

CURRICULUM APPROACH

- Journeys Reading curriculum
- Reader's Workshop
- Teacher-made materials
- Trade books
- Leveled readers
- Engage New York modules

ELA-Reading

By the end of the school year, all **first-grade** students should be able to do the following Reading Tasks:

Literature
<ul style="list-style-type: none"> ● Ask and answer questions about details ● Demonstrate understanding of the central message or theme using details ● Describe characters, settings, and major events using words and illustrations ● Identify words and phrases that suggest feelings or appeal to the senses ● Explain major differences between fiction and nonfiction text ● Identify who is telling the story ● Compare and contrast the adventures and experiences of characters in a story ● Read prose and poetry on a 1st grade level* ● Make connections between self, text, and the world around them

Informational Text
<ul style="list-style-type: none"> ● Ask and answer questions about key details ● Identify the main topic and retell key details ● Describe the connection between two pieces of information ● Ask and answer questions to help determine or clarify the meaning of words and phrases ● Know and use various text features to locate key facts or information in a text ● Distinguish between information provided by pictures/illustrations and information provided by the words ● Use the illustrations and details to describe key ideas ● Identify the reasons an author gives to support points ● Identify basic similarities in and differences between two texts on the same topic ● Read grade-appropriate informational texts

Foundational Skills
<ul style="list-style-type: none"> ● <i>Print Concepts:</i> Demonstrate understanding of the organization and basic features of print ● <i>Phonological Awareness:</i> Demonstrate understanding of spoken words, syllables, and sounds ● <i>Phonics and Word Recognition:</i> Know and apply grade-level phonics and word analysis skills in decoding words ● <i>Fluency:</i> Read with sufficient accuracy and fluency to support comprehension

*With prompting & support

REPORT CARDS

- Grade level reading
- Decoding
- Comprehension
- Fluency
- Sight words (score out of 120)

SOURCES FOR GRADES

- Teacher observation
- Classroom work
- Participation & engagement in activities
- Application of skills
- Independent & work group
- District assessments
- Student work examples

CURRICULUM APPROACH

- Journeys Reading curriculum
- Reader's Workshop
- Teacher-made materials
- Trade books
- Leveled readers
- Engage New York modules

ELA-Reading

By the end of the school year, all **second grade** students should be able to do the following Reading Tasks:

Literature
<ul style="list-style-type: none"> • Ask and answer questions as who, what, where, when, why and how • Recount stories and determine the central message, lesson, or moral • Describe how characters respond to major events and challenges • Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action • Acknowledge differences in the points of view of characters • Use information gained from illustrations and words to demonstrate understanding of characters, setting, or plot • Compare and contrast 2 or more versions of the same story • Read and comprehend on grade level • Make connections between self, text, and the world around them

Informational Text
<ul style="list-style-type: none"> • Ask and answer questions as who, what, where, when, why and how • Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs • Describe the connection between a series of events, ideas, concepts or procedures • Determine the meaning of words and phrases relevant to grade 2 curriculum • Know and efficiently use various text features to locate key facts or information • Identify the main purpose, including what the author wants to answer, explain, or describe • Explain how specific images contribute to and clarify • Describe how reasons support specific points the author makes • Compare and contrast the most important points presented by two texts on the same topic • Read and comprehend informational texts on grade level with scaffolding as needed

Foundational Skills
<ul style="list-style-type: none"> • <i>Phonics and Word Recognition:</i> Know and apply grade-level phonics and word analysis skills in decoding words • <i>Fluency:</i> Read with sufficient accuracy and fluency to support comprehension

Grade 2

REPORT CARDS

- Grade level reading
- Decoding
- Comprehension
- Fluency
- Sight words (score out of 220)

SOURCES FOR GRADES

- Teacher observation
- Classroom work and homework
- Participation & engagement in activities
- Application of skills
- Independent & work group
- District assessments
- Student work examples

CURRICULUM APPROACH

- Journeys Reading curriculum
- Reader's Workshop
- Teacher-made materials
- Trade books
- Leveled readers
- Engage New York modules

ELA-Reading

By the end of the school year, all **third-grade** students should be able to do the following Reading Tasks:

Literature	Informational Text	Foundational Skills
<ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding • Recount stories and determine the central message, lesson, or moral and explain how it is conveyed • Describe characters and explain how their actions contribute to the sequence of events • Determine meaning of words and phrases, distinguishing from literal and non-literal • Refer to parts of text using the terminology—chapter, scene, stanza—to describe how each successive part builds on earlier actions • Distinguish their own point of view from that of the narrator or characters • Explain how specific aspects of illustrations contribute to what is conveyed by words • Compare and contrast themes, settings, and plots of stories written by the same author about the same or similar characters • Read and comprehend on grade level • Recognize and make connections between various kinds of text 	<ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding, referring explicitly to the text as the basis for the answers • Determine main idea; recount the ideas and explain how they support the main idea • Describe the relationship between a series of events, ideas, concepts, or procedures, using language specific to time, sequence and cause/effect • Determine the meaning of general academic and domain-specific words and phrases relevant to grade 3 curriculum • Efficiently use text features & search tools to locate information relevant to a given topic • Distinguish their own point of view from that of the author • Use information from illustrations/words to demonstrate understanding • Describe the logical connection between particular sentences and paragraphs • Compare and contrast the most important points and key details in 2 texts on the same topic • Read and comprehend informational texts on grade level independently and proficiently 	<ul style="list-style-type: none"> • <i>Phonics and Word Recognition:</i> Know and apply grade-level phonics and word analysis skills in decoding words • <i>Fluency:</i> Read with sufficient accuracy and fluency to support comprehension

REPORT CARDS

- Grade level reading
- Comprehension
- Fluency
- Response to literature

SOURCES FOR GRADES

- Teacher observation
- Classroom work and homework
- Participation & engagement in activities
- Application of skills
- Independent & work group
- District and State assessments
- Student work examples

CURRICULUM APPROACH

- Journeys Reading curriculum
- Reader's Workshop
- Teacher-made materials
- Trade books
- Test prep book and practice tests
- Engage New York modules

Grade 3

ELA-Reading

By the end of the school year, all **fourth-grade** students should be able to do the following Reading Tasks:

Literature	Informational Text	Foundational Skills
<ul style="list-style-type: none"> • Refer to details and examples when explaining what the text says explicitly and when drawing inferences • Use details to summarize and determine the theme • Describe in depth a character, setting, or event in a story or drama, drawing on specific details • Determine the meaning of words and phrases as they are used • Explain major differences between poems, drama, and prose, and refer to the structural elements when writing or speaking about a text • Compare and contrast the point of view from which different stories are narrated • Make connections between the text of a story or drama and a visual or oral presentation • Compare and contrast the treatment of similar themes and topics in a variety of texts • Read and comprehend on grade level • Recognize, interpret and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, personal events and situations 	<ul style="list-style-type: none"> • Refer to details and examples when explaining what the text says explicitly and when drawing inferences • Determine and summarize the main idea and explain how it is supported by key details • Explain events, procedures, ideas, or concepts in an informational text based on specific information • Determine the meaning of general academic and domain-specific words or phrases relevant to grade 4 curriculum • Describe overall structure of events, ideas, concepts, or information in a text or part of text • Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided • Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears • Explain how an author uses reasons and evidence to support particular points • Integrate information from 2 texts on the same topic in order to write or speak about the subject knowledgeably • Read & comprehend information texts on grade level with scaffolding as needed 	<ul style="list-style-type: none"> • <i>Phonics and Word Recognition:</i> Know and apply grade-level phonics and word analysis skills in decoding words • <i>Fluency:</i> Read with sufficient accuracy and fluency to support comprehension

REPORT CARDS

- Grade level reading
- Comprehension
- Fluency
- Response to literature

SOURCES FOR GRADES

- Teacher observation
- Classroom work and homework
- Participation & engagement in activities
- Application of skills
- Independent & group work
- District and State assessments
- Student work examples

CURRICULUM APPROACH

- Journeys Reading curriculum
- Reader's Workshop
- Teacher-made materials
- Trade books
- Test prep book & practice tests
- Engage New York modules



ELA-Writing

Grades K-4

- What children should know by the end of the school year
- How grades will be determined
- Sources of instruction
- Curriculum approach

ELA-Writing

By the end of the school year, all **Kindergarten** students should be able to do the following Writing Tasks:

- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened
- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including a collaboration with peers
- Participate in shared research and writing projects
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
- Create and/or present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed

REPORT CARDS

- Writes first & last name appropriately
- Uses correct letter formation for letters taught
- Labels drawings with letters or words
- Uses developing letter sound knowledge
- Uses appropriate spacing

SOURCES FOR GRADES

- Teacher observation
- Classroom work
- Application of skills
- Independent & work group
- District assessments
- Student work examples

CURRICULUM APPROACH

- Journeys Reading curriculum
- Writer's Workshop
- Teacher-made materials
- Engage New York modules

ELA-Writing

By the end of the school year, all **first-grade** students should be able to do the following Reading Tasks:

- Write opinion pieces that introduce a topic, state an opinion, supply a reason for the opinion, and provide some sense of closure
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure
- Write narratives in which they recount two or more appropriately sequences of events, include some details about what happened, use sequential words, and provide some sense of closure
- 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
- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers
- Participate in shared research and writing projects
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
- *Phonics and Word Recognition:* Know and apply grade-level phonics and word analysis skills in decoding words
- *Fluency:* Read with sufficient accuracy and fluency to support comprehension

REPORT CARDS

- Expression of ideas
- Conventions
- Spelling
- Handwriting

SOURCES FOR GRADES

- Teacher observation
- Classroom work
- Application of skills
- Independent & work group
- Writing responses
- Student work examples

CURRICULUM APPROACH

- Journeys Reading curriculum
- Writer's Workshop
- Teacher-made materials
- Engage New York modules

ELA-Writing

By the end of the school year, all **second-grade** students should be able to do the following Writing Tasks:

- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section
- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section
- Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing
- With guidance and support from adults, use a variety of digital tools to product and publish writing, including in collaboration with peers
- Participate in shared research and writing projects
- Recall information from experiences or gather information from provided sources to answer a question
- Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed

REPORT CARDS

- Organization & development of ideas
- Conventions
- Spelling
- Writes legibly

SOURCES FOR GRADES

- Teacher observation
- Classroom work
- Application of skills
- Independent & work group
- Writing responses
- Student work examples

CURRICULUM APPROACH

- Journeys Reading curriculum
- Writer's Workshop
- Teacher-made materials
- Engage New York modules

ELA-Writing

By the end of the school year, all **third-grade** students should be able to do the following Writing Tasks:

- Write opinion pieces on topics or texts, supporting a point of view with reasons
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing
- With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others
- Conduct short research projects that build knowledge about a topic
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories
- Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences
- Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class

REPORT CARDS

- Organization & development of ideas
- Conventions
- Spelling
- Proofreads and edits
- Writes legibly

SOURCES FOR GRADES

- Teacher observation
- Classroom work
- Application of skills
- Independent & work group
- District and State assessments
- Student work examples including writing notebooks
- Written responses to literature

CURRICULUM APPROACH

- Journeys Reading curriculum
- Writer's Workshop
- Teacher-made materials
- Test prep book and practice tests
- Engage New York modules

ELA-Writing

By the end of the school year, all **fourth-grade** students should be able to do the following Writing Tasks:

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing
- With some guidance from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting
- Conduct short research projects that build knowledge through investigation of different aspects of a topic
- Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources
- Draw evidence from literacy or informational texts to support analysis, reflection, and research
- Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences

REPORT CARDS

- Organization & development of ideas
- Conventions
- Spelling
- Proofreads & edits
- Writes legibly

SOURCES FOR GRADES

- Teacher observation
- Application of skills
- Independent & work group
- District and State assessments
- Student work examples
- Responses to literature

CURRICULUM APPROACH

- Journeys Reading curriculum
- Writer's Workshop
- Teacher-made materials
- Test prep book and practice tests
- Engage New York modules

Notes

Notes

Our Mission

The parents, staff, students and community of the Carmel Central School District are committed in partnership to quality educational experiences in an environment that fosters mutual respect, values the uniqueness of the individual and challenges all students to become self-motivated, lifelong learners and contributing members of society.

Our elementary schools

Kent Elementary School—Gr. K-4
1091 Route 52
Carmel, NY 10512
845 225-5029

Kent Primary School—Gr. K-4
1065 Route 52
Carmel, NY 10512
845 225-5025

Matthew Paterson Elementary School—Gr. K-4
100 South St.
Patterson, NY 12563
845 878-3211

Our secondary schools

George Fischer Middle School—Gr. 5-8
281 Fair St.
Carmel, NY 10512
845 228-2300

Carmel High School—Gr. 9-12
30 Fair St.
Carmel, NY 10512
845 225-8441

**CARMEL CENTRAL
SCHOOL DISTRICT**

81 South Street
P.O. Box 296
Patterson, NY 12563

www.carmelschools.org



Teaching Children; Building Futures