

MARLBOROUGH ELEMENTARY SCHOOL

Better Together For Children



Curriculum Guide

2026-2027

Introduction

MES Vision

To inspire wonder, awe, and curiosity and to motivate young minds to embrace learning

At MES, we aspire to create learner-centered conditions where students are active in their acquisition of knowledge, thinking out loud as they build meaning, ask questions, and explain their reasoning. We hold high expectations for all students and progress is monitored regularly so that appropriate instructional and programmatic adjustments can be applied in a timely manner.

In educating the whole child, our goal is for each child to develop academically as well as socially-emotionally and to their fullest potential by providing a happy, joyful learning environment while focusing upon implementing curriculum and enhancing student progress.

The Marlborough Elementary School *Curriculum Guide* has been created to deepen the bond between school and families by providing details about our academic program in all areas and at each grade level. The guide provides an overview of the year by grade level. Some grade levels may instruct topics at varying points in the year, especially in the areas of Science and Social Studies.

The guide begins with an overview of the Essential Arts program and is followed by a grade-by-grade description of core academics.

Literacy instruction at our school is designed to guide students on a journey from beginning readers and writers in the early grades to the analytical, literary essayists of sixth grade. In prekindergarten through third grade, the daily literacy block includes three main components: foundational skills, engaging with complex text, and writing. Oral language development is nurtured through explicit instruction across all areas of the literacy block. Our prekindergarten, kindergarten, and first-grade teachers implement the [Heggerty](#) to provide well-articulated phonemic awareness instruction, while the [Foundations](#) Program in grades K–3 builds a strong foundation in phonics, decoding, and spelling patterns.

In addition, students in kindergarten through grade 4 use the [Bookworms Reading and Writing Program](#), which supports knowledge-building through a rich selection of fiction and nonfiction texts, helping students deepen their understanding of the world and develop perspective and critical thinking. In grades 5 and 6, students engage in district-created literacy units that focus on developing skilled, reflective readers who can analyze and respond to complex texts. These upper-grade units prepare students to write thoughtfully and critically, bringing their ideas to life through literary essays and evidence-based writing.

The Math section describes the progression from foundational numeracy concepts to solving real life math problems. Our school utilizes the [enVision 2027](#) Math Program as the basis of instruction, supplemented with math games and Number Talks. The 2025-2026 school year is our fifth year utilizing the [Reflex](#) on-line math program to assist in building mathematical fluency skills.

Science instructional content, aligned to the Next Generation Science Standards (NGSS), is outlined for each grade level. Our youngest learners experience instruction which builds conceptual knowledge and skills through a variety of experiments and texts, supplemented with [*Mystery Science*](#). Upper grades students expand their science knowledge through experiments, informational texts, and an online lab/media based interface [Mosa Mack](#).

Social Studies instruction is drawn from the national C3 Framework (College, Career and Civic Life) and the Connecticut Social Studies Framework. Through a K-6 exploration of topics in the four disciplines of civics, economics, geography and history, children build their knowledge of themselves and their families, information about their school and local community as well as our state and nation. Our sixth graders explore Europe, Latin America and Africa. Social Studies instruction provides an integrated opportunity to expand and apply literacy and numeracy skills.

Essential Arts

Music

Elementary music uses speech, movement, song, instruments and listening activities to develop musical skills (melodic, rhythmic) and music concepts (expressiveness and connection to art forms) in relation to national standards. A variety of aural and visual media are used to develop each child's maximum musical potential. MES music lessons are built on the philosophy that children build musical appreciation and knowledge by listening, creating and performing.

Performance opportunities in grades 4 through 6th include:

- Grade 4 chorus, Grades 5 & 6 chorus (as well as a select chorus, Harmonia, by audition)
- Instrumental lessons & ensemble for standard band instruments: flute, clarinet, saxophone, trumpet, baritone, trombone and French Horn (grades 4 through 6)

Health

Health Education is a planned program of learning experiences which prepares students to lead a healthy lifestyle. Our program, grounded and guided by state standards, empowers students to develop, through developmentally appropriate instruction, self-awareness and skills for making effective decisions and healthy choices. The program increases knowledge of health and personal safety issues and encourages the development of positive health habits, thus enabling students to make informed decisions regarding their emotional, social and physical health.

Grade	Skill	Content
K	<i>Self-Management</i> • Practicing positive health behaviors and avoiding health risks	<i>Safety and Injury Prevention</i> • Car and bus safety • Hazards around the home • Water and fire safety • Playground safety • Who can help in the event of an injury
1st	<i>Advocacy</i> • Supporting, pushing for, and/or arguing for a cause	<i>Mental and Emotional Health</i> • Feelings • Relationship between feelings and behavior • Trusted adults • The importance of sleep and rest
2nd	<i>Accessing Information</i> • Finding the best information, products, and services to improve health	<i>Optimal Wellness and Disease Prevention</i> • How germs are transmitted • How to prevent the spread of germs
3rd	<i>Analyzing Influences</i> • Discovering the effect of our family, friends, culture, media, technology, and other factors on health	<i>Alcohol, Nicotine, and Other Drugs (ANOD)</i> • Social impacts of ANOD • Household products and appropriate uses

	behaviors	Dangers and effects of nicotine and alcohol
4th	<i>Decision Making</i> Making positive choices about healthy behaviors	<i>Healthy Eating</i> - Limit fat, sugar, and sodium - The food groups - Benefits of eating healthy - Eating in moderation and signs of being full - Water consumption
5th	<i>Interpersonal Communication</i> Exchanging information, ideas and feelings between people verbally or nonverbally	<i>Mental and Emotional Health</i> - Trusted adults - Appropriate ways to express feelings - Mental and emotional health role models - Awareness and sensitivity to feelings - Grief - Prosocial behaviors
6th	<i>Goal Setting</i> The process of taking active steps to achieve your desired outcome	<i>Physical Activity</i> - Goal setting process (SMART) - Setting a realistic physical activity goal - People who can support the physical activity goal - Physical, mental, social, and academic benefits of physical activity

Library

Each classroom will have a designated time to visit the library and check out books. Our school is fortunate to have a well-stocked library, offering a wide range of engaging and age-appropriate titles. Classroom teachers will assist students in selecting books that match their reading level and interests, helping to foster a love of reading and build literacy skills.

Physical Education

Physical education classes guide students through a wide range of units and activities that will enable them to grow physically, socially and emotionally. Units have an emphasis on meeting individual needs of students and provide them with a foundation that allows them to be physically active throughout their lives.



Kindergarten, 1st and 2nd grades: Fitness, Throwing (Underhand and Overhand) and Catching, Balance, Tumbling, Volleying, Parachute, Locomotor Movement (Running, Galloping, Skipping, Hopping, Jumping, Sliding/Shuffling), Fielding, Rolling (Bowling), Scooters, Kicking, Dribbling (With Feet and With Hands), Climbing (Trestle Tree), Striking with Short and Long Objects

3rd & 4th grades: Fitness, Team Building, Throwing and Catching, Striking with Short and Long Objects (Rackets / Golf and Floor Hockey), Volleying, State of Connecticut Physical Fitness Assessments (Sit and Reach, Curl-Ups, Push-Ups, and One Mile Assessment), Bowling, Lacrosse, Scooters, Basketball (Dribbling and Shooting), Soccer (Dribbling and Kicking), Climbing (Trestle Tree), Yard Games

5th & 6th grades: Fitness, Team Building, Throwing and Catching (Ultimate Football and Team Handball), Striking with Long Objects (Golf and Floor Hockey), Volleying, State of Connecticut Physical Fitness Assessments (Sit and Reach, Curl-Ups, Push-Ups, and One Mile Assessment), Bowling, Lacrosse, Scooters, Basketball (Dribbling and Shooting), Soccer (Dribbling and Kicking), Climbing (Trestle Tree), Yard Game.

STEAM

At Marlborough Elementary School, our STEAM (Science, Technology, Engineering, Art, and Mathematics) program is a dynamic, hands-on learning experience for all students in Kindergarten through Grade 6. Rooted in project-based learning, the STEAM classroom nurtures young inventors, engineers, scientists, and creators. Throughout the year, students are immersed in real-world challenges that spark curiosity, foster teamwork, and build future-ready problem-solving skills.

Program Highlights

- **Project-Based Learning (PBL):** Each unit centers around authentic, open-ended challenges. Students engage in engineering design, explore scientific phenomena, and creatively express their learning through media, construction, and coding.
- **Invention Convention:** All students participate in aspects of Invention Convention, where

they research, design, build, and present an original invention that solves a real-world problem.

- **Future Problem Solving Skills:** Students are taught how to define problems, generate multiple solutions, and evaluate the best course of action—core components of the internationally recognized Future Problem Solvers program.
- **Technology Integration:** Through robotics, stop motion animation, and audio/video production, students gain early exposure to digital literacy, computer science, and multimedia communication.
- **Cross-Disciplinary Thinking:** STEAM experiences are often integrated with literacy, art, and science, supporting a well-rounded academic foundation.

Year-at-a-Glance by Semester

Semester	Focus Areas
Fall (Sept–Nov)	Engineering & Design Process, Digital Citizenship, Movie/Audio Production, Exploration Challenges
Winter (Dec–Feb)	Robotics (Dash & Dot, WeDo, LEGO), Invention Convention Launch, Research & Data Collection Skills
Spring (Mar–Jun)	Future Problem Solving Team Challenges, Environmental Engineering, Measurement Olympics, Presentation Fair

Grade-Level STEAM Experience

Grade	Learning Experiences
K	Apple Stack Engineering, Building with Magnets, Sink or Float Challenges, Introduction to Directional Coding
1	Light & Shadows Experiments, Designing Communication Devices, Catching the Wind (Windmills), Robotics Intro
2	Engineering Pumpkin Pollinators, Balloons Over Broadway Float Parade, Leprechaun Balloon Rockets
3	Scientific Method Experiments, Podcasting, Straw Towers to the Moon, Compost Stew Data Collection
4	Architectural Design (Inspired by <i>Iggly Peck</i>), Stop Motion Animation, Mint Mobile Challenge

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| 5 | Wrecking Ball STEM, Rainbow Density Lab, Plastic Water Filter Engineering |
| 6 | Teen Digital Citizenship Series, News Literacy, Inclusive Playground Engineering, Morning Announcement Studio |
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Signature Units & Events

- **The Dot Challenge** (All Grades): A creative engineering kickoff inspired by Peter H. Reynolds' *The Dot*
 - **Measurement Olympics** (Grades 2–6): Students apply real-world math and engineering to competitive physical challenges
 - **Coding with Dash & Dot Robots**: Introduces students to algorithmic thinking and block-based programming
 - **Engineering for Good**: Upper grades tackle real-world issues like clean water access, climate change, and inclusive spaces
 - **Student Presentation Fair**: Students showcase their inventions, designs, and research findings to peers and the community
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The MES STEAM Difference

Marlborough's STEAM classroom isn't just about science and technology—it's a launchpad for leadership, creativity, and resilience. Every lesson connects to the bigger picture: how our students can understand their world and help improve it.

STEAM at MES cultivates makers, problem solvers, communicators, and change agents—one design challenge at a time.

World Language/Spanish

Our World Language program is designed to motivate, inspire and challenge students to become contributing members of a global society. Launching a second language acquisition process for young, enthusiastic learners provides the opportunity for them to acquire the ability to communicate in another language and gain an understanding of other cultures. Instructional strategies include interactive activities in the target language.

Grade	Topics
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K	Self-identification (name and age) Numbers (1 - 20) Colors Animals <i>Brown Bear, Brown Bear</i> Likes and dislikes
1st	Shapes Colors Butterfly life cycle Monarch Migration to Mexico Numbers (1 - 30) Calendar Foods / fruits States of Being <i>The Very Hungry Caterpillar</i>
2nd	Puerto Rico (study of the island) Likes / dislikes States of Being Feelings Face Parts Vejigante Los Tainos
3rd	Central America Rainforest (animals, fruits, levels, biodiversity) Calendar Adjectives Verbs of movement
4th	Classroom objects Expressing needs / wants Courtesy expressions Sports / activities Likes / dislikes Calendar (seasons) Futbol (action words)
5th	Family Adjectives House Alebrijes of Mexico Expressing needs / wants Likes / dislikes

6th	Clothing Sports / activities Mexican Calacas (Day of the Dead) Spanish 'driver's license' Directional Words Asking for and giving directions Places in the City Mexican foods
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Visual Arts

Art education develops critical thinking skills. Through a variety of artistic activities, students cultivate their thoughts on the world through visual representations. Using the Elements of Art and the Principles of Design, students have opportunities to express what they know, feel, think and imagine. Visual art unites the perceptual, intellectual and creative processes.

Students begin building an artistic foundation in kindergarten. That foundation is further developed and strengthened in each year that follows. Students develop art vocabulary as well as learn how to decipher the work of others. They create personal work fortified with knowledge from history and cultures to clearly communicate their own ideas.

Students study a variety of artists including but not limited to Picasso, Rousseau, Matisse, Rockwell, Seurat, O'Keeffe, Michaelangelo, Escher, Degas, DaVinci, Stella, Braques, Klimt, Woods and Nicholls. Artists are revisited at different grade levels and examined with more maturity and insight in upper grades. Students develop an understanding and appreciation of art for its own sake as well as for how it relates to the world around us. Students are provided with opportunities to exhibit their work and participate in state contests and national and international forums.



Prekindergarten

General Information About The Marlborough Public School PreKindergarten Program

Early childhood education aims to enhance the formative learning years through developmentally appropriate curriculum, learning materials, and play-based activities. The Marlborough Public School offers integrated PreK classes where students can socialize, explore, learn, and have fun! Hands-on, musical, and kinesthetic activities are incorporated into our approach to promote readiness skills, creativity, and confidence. Instruction is driven by the [Connecticut Early Learning and Development Standards](#), which outline what children from birth to age five should know and be able to do. Children with and without special education needs are provided with high quality early childhood experiences in a nurturing, safe, and language-rich environment. Partnerships with families ensure integration of skills across settings.

The Marlborough Public School PreK is inclusive, providing special education services to eligible children following guidelines and procedures in accordance with the Individuals with Disabilities Education Act (IDEA) along with neuro-typical peers who serve as peer role models, particularly in the areas of language, social, and play skills. While the school-based program exists to meet the needs of children with disabilities through the implementation of their Individualized Education Programs (IEPs), the play-based model and interaction with peer models provides opportunities for growth and engagement of all PreK students in an engaging and child-centered environment.

Children enter the program either by being identified for special education services or through the PreK/peer model screening process, as described below.

The three-year-old program operates four morning sessions per week. Four-year-olds attend five afternoons per week. The PreK program operates on the school calendar.

Determining Eligibility for Early Childhood Special Education

Children may be referred for the consideration of special education services by the family, Birth-to-Three clinicians, medical providers, school staff members, or others. The school district determines eligibility for early childhood special education during a Planning and Placement Team (PPT) meeting using information available from Birth-to-Three or after conducting their own evaluation. Once the evaluation process is complete, the PPT will review the results of the evaluation and determine whether the child is eligible for special education and related services and if eligible, will design the IEP.

Not all children who were eligible for Birth-to-Three services are eligible for early childhood special education through the PreK program or itinerant services.

Birth-to-Three and Transition to PreK

Parents/guardians of a child in the Birth-to-Three system will have a transition conference at least three months (90 days) before their child turns three or as early as 9 months prior to age 3.

The parents/guardians meet with their Birth-to-Three team to develop their child's transition plan. The plan outlines the steps that the family, the Birth-to-Three team, and the school district will follow in the next few months. It will include a plan to determine the child's eligibility for special education services through the school district if the parents/guardians request a determination of eligibility.

Preschool Screenings

As part of the CT State Child Find process, a process which identifies children ages three to five who may require special education services through the public schools, the Marlborough Public School conducts screenings to determine if a child's skills are commensurate for their age, or if further observation, interventions, or evaluation(s) are indicated. PreK Screening is available to all Marlborough children who are Marlborough residents. Children must be age eligible for the upcoming 3 year old program at the time of the screening and cannot be Kindergarten age eligible.

Our Screening Team is typically made up of a PreK/Special Education teacher, a speech/language pathologist, an occupational therapist, a physical therapist, a school psychologist, and may include our school nurse. The screening assesses a child's skills in the areas of speech and language, basic concepts, and motor skills. It should be noted that the screening process is not an evaluation to determine special education eligibility.

The Marlborough Public School distributes information about the PreK referral and screening process to local pediatricians, community preschools and childcare centers, and other town organizations. If families have concerns about their child's development, parents can make a referral to the Preschool Screening Team by requesting a screening appointment. The team typically schedules a Preschool Screening each spring for all interested and eligible children.

The screening process is fun and play-based. The PreK team observes the child's communication, play, and social skills to determine whether they might be a good fit for the program.

Peer Models

Marlborough families are encouraged to consider the Marlborough Public School PreK program for their child(ren). To be accepted as a peer model in the PreK-3 program, children must be three years old on or before September 1st of the year they enter the PreK-3 program and be toilet-trained. For students selected to be peers in the PreK-4 program, they would need to be four years old on or before September 1st of the year they enter the PreK-4 program and be toilet-trained. Children determined to be eligible as peer models are selected from a lottery. Transportation for peer models must be provided by their families.

Literacy

Our youngest learners are immersed in topics where they work to practice and acquire the overarching literacy skills of:

- Recognizes name in print
- Prints first name (some mirror images and mixed order are developmentally appropriate)
- Answers simple questions with picture cues
- Recognizes and names some letters, especially those in their name and/or those that have been taught
- Recognizes and produces rhyme

Children listen to and interact with a large variety of engaging texts, rhymes, and songs using story-telling techniques such as flannel boards and puppets. There is daily time to participate in fun, interactive play centers on a daily basis, building creativity and communication skills. As units change, the room changes and what would have in one week been a block center is now a paleontological dig site. Immersion in topics leads to fun, entertaining dialogue between children and between children and staff.

Numeracy

Our emerging mathematicians interact with numbers, colors, quantities, and distances seamlessly integrated into the topics being studied. As the year progresses, children move deeper into their exploration of numeracy, working with the following concepts:

- Counts objects 1-5
- Counts dots on cards or dice (1, 2, 3, etc)
- Matches quantity with numerical value for numbers 1-5
- Counts to 10
- Recognizes colors (red, yellow, blue, green, orange, purple, brown, black, pink, white, gray)
- Identifies basic shapes (square, triangle, circle, rectangle, rhombus, star, heart)
- Sorts by one category (shapes, numbers, color, size)
- Can recreate simple patterns - AB
- Can create simple patterns - AB
- Uses non-standard units of measurement

Interdisciplinary Topics

A sampling of topics used to integrate content and build foundational skills include:

- Hibernation/migration
- Dinosaurs
- Things that Grow
- Things that Go (Transportation)
- Farms

Kindergarten

Literacy

The Kindergarten program is guided by the Science of Reading to build the foundational literacy skills of all beginning readers as well as creating a habit for a love of reading. Daily explicit instruction in phonics and phonological awareness is coupled with immersion in engaging texts to build vocabulary, knowledge of text structures, and concepts of print. Decodable texts are strategically infused to reinforce knowledge of alphabetic code. High frequency words (HFW - also known as sight words) are introduced and practiced during *Foundations* and during our small group instruction. Decodable HFW are introduced, practiced and aligned to the related spelling pattern being taught through *Foundations*. Irregular HFW are taught by mapping words and learning the tricky part by heart.

Powerful reading experiences are coupled with daily opportunities to express thoughts in writing and speaking. Instruction in writing, from the formation of letters to the grammatical structures of sentences, provides our kindergarteners the experience of becoming authors. Oral language, from informal conversations with friends and structured dialogue with teachers, support content conversations by building vocabulary and conceptual understanding.

The structured literacy block includes a *Foundations* lesson (phonics), a *Heggerty* lesson (phonemic awareness), and a *Bookworms* integrated reading and writing block structured on an instructional experience focused on a shared text. The literacy block includes time to enjoy books independently, as well as read with friends. Read-aloud time is a favorite in every classroom, sharing a wide variety of texts - some supporting content, some supporting the text structure being instructed, and some for the pure enjoyment of the book.

Report Card Information

Literacy standards evaluated throughout the year and included on the report card are:

Speaking and Listening

- Asks and answers questions to gather information, clarify or extend thinking
- Participates in group discussions
- Communicates thoughts clearly and logically
- Listens attentively to others
- Takes turns during conversations

Alphabetic Principle

- Recognizes and names upper and lower case letters
- Demonstrates letter/sound correspondence

Phonological Awareness

- Recognizes and produces rhyming words
- Blends sounds and syllables in words
- Segments sounds and syllables in words

- Isolates and pronounces initial and final sounds
- Recognizes the difference between a letter, a word, and a sentence

Phonics

- Acquires and applies grade level phonics skills

Reading

- Reads high frequency words
- Asks and answers questions about key details in a text (fiction & nonfiction)
- Listens and responds to text with understanding
- Demonstrates an application of decoding strategies in text

Writing

- Uses a combination of drawing, dictating and writing to compose a written piece
- Uses a combination of drawing, dictating and writing to demonstrate elaboration
- Demonstrates understanding of the basic convention of print
- Forms upper and lower case letters
- Spells simple words phonetically

Math

Building mathematical thinkers is the overarching goal of all mathematical instruction. Through usage of the *enVision 2027* Math program, coupled with in the moment mathematical supplemental activities, our kindergartners build a strong mathematical foundation.

Math topics instructed throughout the year:

- Numbers 0 to 10 (identification, counting, comparing)
- Addition/subtraction to 10
- Counting to 100
- Composing and decomposing numbers to 20
- Geometry (identify, describe, and group 2D and 3D shapes)
- Measurement (describe and compare measurable attributes)

Report Card Information

Math standards evaluated throughout the year* and included on the report card are:

Number Sense, Counting and Place Value

- Counts objects in a set using 1 to 1 correspondence
- Counts by 1's
- Counts by 10's
- Writes numerals from 0 to 20
- Compares number/sets of objects (more than, less than, equal to)
- Recognizes numerals from 0 to 20
- Demonstrates a beginning understanding of place value (tens and ones)

Operations

- Composes and decomposes numbers to 10 in more than one way
- Represents and solves addition and subtraction with objects
- Fluently adds and subtracts through 5

Measurement and Data Analysis

- Sorts and classifies objects using a variety of attributes

Geometry

- Identifies and describes geometric shapes (2D and 3D) using attributes
- Describes the relative positions of objects

(*Due to the scope and sequence of instruction, standards not yet instructed in a trimester will be noted with NA.)

Science

Our young scientists are innately curious about the world around them. Learners, through the support of Mystery Science on-line (mysteryscience.com), build knowledge and engage in explorations that deepen their curiosity and knowledge about the world.

Units	Overarching Questions
Earth's Systems: Sunlight & Warmth, Weather Patterns, Severe Weather (Wild Weather, Circle of Seasons, Sunny Skies)	How can you get ready for a big storm? Have you ever watched a storm? How many different kinds of weather are there? How do you know what to wear for the weather? Why does it get cold in winter? How could you design a shelter to provide cooling?
Motion & Stability: Pushes and Pulls (Force Olympics)	How can you knock down a wall made of concrete? How can you knock down the most bowling pins?
Plant & Animal Needs (Animal and Plant Secrets)	Where do animals live? How can you find animals in the woods? How do animals make their home in the forest? How do plants and trees grow?

Social Studies

The world is a fascinating place and its exploration starts in kindergarten as students start to build their knowledge of civics, economics, geography and history. Based on Connecticut Social Studies Framework, our kindergarten team infuses age appropriate exploration on topics centered around the concept of *Me and My Community*.

The disciplines outlined are the 'lenses' through which the students inquire about the content. The content is blended into instruction through literature, projects, and explorations.

Discipline	Content
Civics	Being a member of a classroom, our school community and our town community
History	Me & My Family - holidays celebrated and Comparing to Life in the Past
Geography	Where We Live? Marlborough, CT
Economics	Basic needs (water, food, etc)

1st Grade

Literacy

First graders, during their structured literacy block, continue to build their understanding of spoken words, syllables, sounds, grade level phonics and word analysis skills through continued implementation of the *Foundations* and *Heggerty* programs. Experiences with decodable texts, strategically used in differentiated, and small group skills lessons, provide students with experiences that allow them to apply specific phonic patterns being instructed. Families will receive information on high frequency words that they could practice at home, after they have been instructed in school.

Implementation of the *Bookworms* Program has our first graders engaging with interesting texts, where they experience a range of authors, craft, text structures and features, and vocabulary. In-depth discussions about text provides our first graders with opportunities to verbally share their thoughts and hear the ideas of others.

Expressing thoughts in writing, whether it is a personal reflection on a story or the creation of their first research project, our first graders build on their understanding of conveying thoughts through print. Explicit instruction is provided in different text structures, grade appropriate conventions of print, and strategies for organizing and elaborating on ideas.

Children continue to build their oral language skills throughout the entire day. From reflections shared during read-alouds, to analytical discussions held during science lessons, our first graders have numerous opportunities to build their conversational skills. Vocabulary building is strategically embedded, as depth of word knowledge provides the tools for our first graders to clearly express their thoughts and ideas.

Report Card Information

Literacy standards evaluated throughout the year and included on the report card are:

Phonological Awareness/Phonics

- Manipulates sounds in words
- Demonstrates understanding of spoken words, syllables and sounds (phonemes)
- Acquires and applies grade level phonics

Reading

- Reads high frequency words automatically
- Reads grade level material fluently and accurately to support comprehension
- Listens and responds to text with understanding
- Asks and answers questions to gather information, clarify and extend thinking
- Describes characters, setting and major events in a story
- Identifies and utilizes text features in both fiction and non-fiction
- Engages in group discussions to deepen understanding
- Identifies the main topic and retells key details in informational texts

Writing

- Uses conventional spelling of high frequency words
- Uses grade appropriate conventions in writing (capital letters and punctuation)
- Applies writing elements taught
- Focuses writing on one topic
- Uses elaboration in their writing
- Prints legibly using good form, proportion and spacing
- Applies phonics skills in writing

Math

First grade mathematicians build off of their kindergarten numeracy base, spending significant time composing and decomposing numbers, as well as developing an in-depth understanding of addition and subtraction. Mathematical problem solving is infused in lessons, providing children an opportunity to build their abstract reasoning, as well as persevere in problem solving.

Together with the *enVision 2027* Math program, math instruction is supplemented with enriching mathematical games and activities. Math topics instructed throughout the year include:

- Addition and subtraction through 20
- Working with addition and subtraction equations
- Place value
- Represent and interpret data
- Reason with shapes and their attributes

Report Card Information

Math standards evaluated throughout the year* and included on the report card are:

Number Sense/Place Value

- Counts on and identifies numbers through 120
- Writes numbers through 120
- Demonstrates understanding of place value (tens and ones)
- Compares and records two-digit numbers using greater, less and equals

Operations

- Knows addition and subtraction facts fluently through 10
- Demonstrates an understanding of addition and subtraction of two-digit numbers
- Represents and solves problems involving addition and subtraction

Measurement and Data Analysis

- Uses standard and non-standard units to estimate, compare and measure length
- Tells and writes time to the hour and 1/2 hour
- Represents and interprets data

Geometry

- Identifies defining attributes of 2D and 3D shapes
- Partitions circles and rectangles into equal shares and describes the shares using fraction vocabulary

(*Due to the scope and sequence of instruction, standards not yet instructed in a trimester will be noted with NA.)

Science

First grade scientists continue to explore the world around them. Through the support of Mystery Science on-line (mysteryscience.com), students engage in learning activities to continue to build their knowledge of the world around them.

Units	Overarching Questions
Sun, Moon & Stars (Sun and Shadows, Moon and Stars)	Could a statue's shadow move? What does your shadow do when you're not looking? Why do the stars come out at night?
Plant & Animal Structure & Survival (Animal and Plant Superpowers)	Why don't trees blow down in the wind? Why do birds have beaks? Why are polar bears white?
Light, Sound and Communication (Lights and Sound)	Where do sounds come from? Can you see in the dark?

Social Studies

Our first graders continue learning about the world around them, as they build their knowledge of civics, economics, geography and history. Based on the Social Studies Framework, our students experience age appropriate topics centered around the concept of the *Community Beyond My Neighborhood*.

The disciplines outlined are the 'lenses' through which the students inquire about their content. The content is blended into instruction through literature, projects, and explorations.

Discipline	Content
Civics	Being a member of a community (classroom community, family, Marlborough)
History	Exploration of famous people (Eleanor Roosevelt, Abraham Lincoln, Ben Franklin, Duke Ellington)
Geography	Maps: map features and functions and geographical landforms
Economics	Needs vs. Wants / Producers vs Consumers

2nd Grade

Literacy

Second graders continue their literacy journey, being immersed in daily learning experiences crafted to build the skills needed to read with accuracy and fluency to support comprehension of grade level texts through implementation of the *Bookworms* Program. Targeted small group instruction continues to provide experiences with decodable texts, reinforcing phonetic concepts being taught during daily *Foundations* lessons. Families will receive information on high frequency words that they could practice at home, after they have been instructed in school.

Written expression expectations build, as our second graders interact and produce more complex writing pieces. Instruction helps students become more sophisticated in using meaningful word choice, effective organization, grade level punctuation, and varying sentence structure to effectively communicate.

Daily opportunities to verbally share thoughts and opinions is valued and encouraged throughout the day. From personal reflections upon texts to analytic discussions about science experiments, collaborative conversations are a vibrant part of the classroom experience.

Report Card Information

Literacy standards evaluated throughout the year and included on the report card are:

Reading

- Reads high frequency words automatically
- Reads grade level text with accuracy and fluency to support comprehension
- Ask and answers who, what, where, when, why and how questions to demonstrate understanding of key details in text
- Asks and answers questions to gather information, clarify or extend thinking
- Shows understanding of text through written response
- Recounts stories and determines their central message, lesson or moral
- Identifies and utilizes text features in informational texts
- Demonstrates inferential comprehension beyond the text

Writing

- Prints legibly and neatly
- Generates ideas and gathers information for writing
- Uses organization in their writing
- Uses elaboration in their writing
- Clearly communicates ideas, opinions and knowledge
- Uses language conventions and grammar when writing and speaking

- Uses conventional spelling of high frequency words
- Applies phonics skills in writing

Math

Second graders continue to explore the mathematical elements of the world by spending time building their knowledge of place value (to thousands), as well as ending the year fluently adding and subtracting through 20. Through their work, students will identify values of variables ($c + 2 = 5$), as well as start constructing arrays that will build their understanding of the relationship between repeated addition and multiplication.

Report Card Information

Math standards evaluated throughout the year* and included on the report card are:

Place Value

- Demonstrates understanding of place value (ones, tens and hundreds)
- Compares whole numbers through 1,000 - using greater than, less than and equal to

Operations

- Computes math facts through 20
- Demonstrates an understanding of addition and subtraction of 2-digit numbers within 100
- Demonstrates an understanding of addition and subtraction of 3-digit numbers within 1,000
- Represents and solves word problems involving addition and subtraction
- Solves addition and subtraction problems with missing numbers
- Constructs arrays to gain a foundation for multiplication

Measurement and Data Analysis

- Uses standard units to estimate, compare and measure length
- Tells and writes time to the nearest 5 minutes
- Represents and interprets data
- Identifies coins and their values
- Counts various amounts of coins

Geometry

- Identifies common 2D shapes and their attributes
- Identifies a given fraction

(*Due to the scope and sequence of instruction, standards not instructed yet will be noted by N/A.)

Science

Second grade scientists continue to build their scientific knowledge, delving into new and exciting concepts about the world around them. Through the support of Mystery Science on-line (mysteryscience.com), teachers implement exciting units where second graders continue to build their depth of knowledge and critical thinking skills on scientific topics outlined below.

Units	Overarching Questions
Matter (Material Magic)	What are the different states of matter? How can you change from one state to another (solid to a liquid)?
Plant and Animal Habitats (Animal and Plant Adventures)	Could a plant survive without light? Why do trees grow so tall? Should you water a cactus? Where do plants grow best? How many different kinds of animals are there? How could you get more birds to visit a bird feeder?
Earth's Systems (Works of Water)	Why is there sand at the beach? What's strong enough to make a canyon? How can you stop a landslide?
Magnetism (Invisible Forces)	What can magnets do?

Social Studies

Second graders delve deeper into learning about the world around them, through learning explorations focused on building knowledge on the world. Based on the Connecticut Social Studies Framework, instruction infuses age appropriate exploration on topics centered around the concept of *Making a Difference*.

The disciplines outlined are the 'lenses' through which the students inquire about their content. The content is blended into instruction through literature, projects, and explorations.

Discipline	Content
Civics	Being a citizen of a town (how to help make a difference)
History	Research project - famous people (why did they make a difference)
Geography	Marlborough - where on the map do I live? Continents? Oceans?
Economics	What are the economic features of a town (businesses that help run a town)

3rd Grade

Literacy

Third graders continue to build on the solid literacy foundation instructed in the primary grades. Daily *Foundations* work focuses on learning more advanced spelling rules, exploring how to unlock meaning of unknown words, as well as transition to cursive writing. Vocabulary acquisition is built through 'word of the day' instruction and deepened through academic and content specific words, meaningfully incorporated into all lessons.

Reading and writing, through implementation of the *Bookworms* program, blend seamlessly together as our third graders complete four modules, explicitly instructing text structure, organization, powerful word choice, grammar, point of view and author's purpose.

Collaborative discussions provide children opportunities to ask and answer questions in a variety of settings. From informal conversations held during a read aloud to analytical discussions during science lessons, children have multiple opportunities to express their thinking.

Report Card Information

Literacy Standards evaluated throughout the year are:

Reading

- Reads grade level text with accuracy and fluency to support comprehension
- Describes characters in depth
- Knows and applies grade-level phonics and word analysis skills in decoding words
- Asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- Uses strategies to determine the meaning of words and phrases as they are used in a text
- Distinguishes own point of view from that of an author, narrator or other character
- Determines the main idea using key details from the text
- Uses evidence to support written responses to text questions

Written Language

- Applies writing elements instructed
- Produces writing in which the development and organization are appropriate for task and purpose
- Writes narratives to develop real or imagined experiences
- Uses language conventions and grammar when speaking and writing

- Uses conventions of standard English: capitalization, punctuation and spelling
- Writes informational texts to convey information clearly
- Writes opinion pieces, supporting a point of view with reasons

Math

Third grade mathematicians focus their year on exploring the concepts of multiplication and division of whole numbers, developing an understanding of fractions, relating area arrays and multiplication, as well as describing and analyzing two dimensional shapes. Through implementation of the *enVision 2027* Math program, as well as completion of a variety of ‘mathematical think alouds’ and math games, our third graders are solidly prepared for their fourth grade math journey.

Report Card Information

Math standards evaluated throughout the year* and included on the report card are:

Numbers and Operations with Base 10 and Fractions

- Uses place value understanding and properties of operations to perform multi-digit arithmetic
- Develops understanding of fractions as numbers
- Understands a fraction as a number on the number line
- Explains equivalence of fractions and compares by reasoning

Operations and Algebraic Thinking

- Understands properties of multiplication and the relationship between multiplication and division
- Represents and solves problems involving multiplication and division
- Demonstrates fluency with multiplication and division facts
- Solves problems involving the four operations and identifies and explains patterns in arithmetic

Geometry, Measurement and Data Analysis

- Understands concepts of area and relates area to multiplication and to addition
- Recognizes perimeter as an attribute of plane figures and distinguishes between linear and area measures
- Solves problems involving measurement
- Represents and interprets data
- Reasons with shapes and their attributes

(*Due to the scope and sequence of instruction, standards not instructed yet will be noted by N/A.)

Science

Third graders deepen their knowledge of the scientific world through blended scientific experiences exploring the world through completion of experiments, hearing from expert scientists as well as reading informational texts. Through the support of Mystery Science on-line (mysteryscience.com), instruction is structured with a year of exploration, knowledge building and critical thinking about the scientific phenomena.

Units	Overarching Topics
Life Cycles (Circle of Life)	Compare / contrast life cycles of plants and animals Explore life cycles of plants and animals Impact of too many or too few organisms in a specific environment
Fossils and Changing Environments (Animals Through Time)	Explore how animals and their environments change over time Discover how environment affects inherited traits
Weather and Climate (Stormy Skies)	Where do clouds come from? How can we predict when it is going to storm? Where is the best place to build a snow fort? Why are some places always warm?
Forces, Motion and Magnets (Invisible Forces)	Investigate balance and unbalanced forces Explore pushes and pulls (magnets)
Heredity, Survival and Selection (Fate of Traits)	Explore function of traits that allow animals to survive in a given environment Studying seeds through exploration of apple trees and apples

Social Studies

Based on the Connecticut Framework, third grade infuses age appropriate exploration on topics centered around the concept of Connecticut - Past and Present.

Discipline	Content
Civics	State Government
History	Constitution, Notable People from CT
Geography	Focus on Connecticut's landforms and bodies of water
Economics	Focus on the cities and towns of Connecticut (including industry)

4th Grade

Literacy

Immersion in a wide variety of fictional and informational texts provide the backbone of fourth grade. Fourth graders, through continued use of the *Bookworms* program, build their skills identifying what a text explicitly says, as well as learning how to draw meaningful conclusions. Through explorations in drama, prose, and poetry, students learn about first versus third person voice as well as explore the concept of theme.

Through content area studies, learners read and analyze informational texts/illustrations where they compare and contrast first and second hand accounts of events. Fourth graders also learn strategies for integrating information from multiple sources.

Writing, speaking, and listening standards are infused across every day. From experiences with formulating opinion pieces that address multiple perspectives on an issue, to formulating informational pieces about regions of the United States, fourth graders have extensive, meaningful opportunities to express their thoughts verbally and in writing. Direct instruction is provided in grade level grammar and punctuation.

Report Card Information

Literacy Standards evaluated throughout the year are:

Reading

- Reads grade level text with accuracy and fluency to support comprehension in fiction and non-fiction texts
- Uses details from text when explaining what text explicitly states, as well as when drawing inferences
- Describes in-depth a character, setting or event drawing on specific details
- Determines and clarifies the meaning of unknown and multi-meaning words and phrases in grade level text
- Compares and contrasts point of view from multiple texts
- Interprets information visually, orally and quantitatively
- Paraphrases portions of a text presented in a variety of formats (orally, visually, quantitatively)

Written Language

- Writes opinion pieces using reasons and information to support point of view
- Writes informative texts that outline a topic and clearly convey information

- Writes narratives that clearly outline real or fictional events using effective structure and descriptive details
- Uses language conventions and grammar when speaking and writing
- Uses conventional spelling of high frequency words

Math

Fourth graders, through continued implementation of the *enVision 2027* math program, focus their mathematical thinking on developing a solid understanding of multi-digit multiplication and division, deepening their understanding of fraction equivalence and calculating with fractions. They also build their geometrical analysis skills through categorizing and classifying shapes by attributes, such as angle measurements or elements of symmetry.

Report Card Information

Math standards evaluated throughout the year* and included on the report card are:

Numbers and Operations with Base 10 and Fractions

- Generalizes place value understanding for multi-digit whole numbers
- Uses place value understanding and property of operations to perform multi-digit arithmetic
- Builds understanding of fraction equivalence and ordering
- Builds fractions from unit fractions
- Understands decimal notation for fractions

Operations and Algebraic Thinking

- Uses the four operations with whole numbers to solve problems
- Understands factors and multiples
- Generates and analyzes patterns
- Demonstrates fluency with multiplication and division facts

Geometry, Measurement and Data Analysis

- Represents and interprets data
- Understands concepts of angle and angle measurements
- Draws and identifies lines and angles
- Classifies shapes by properties of lines and angles

(*Due to the scope and sequence of instruction, standards not instructed yet will be noted by N/A.)

Science

Fourth graders interact with the scientific world by completing and discussing labs that deepen their critical thinking skills. Fourth grade, through the support of the Mosa Mack platform (mosamack.com) and supplemented by Mystery Science (mysteryscience.com), structures a year of exploration, knowledge building, and critical thinking about the scientific phenomena.

Units	Overarching Questions
Energy & Motion	What makes roller coasters go fast? Why is the first hill on a roller coaster the highest? Can you build a chain reaction machine?
Earth's Features & Processes	Can a volcano pop up where you live? Will a mountain last forever? What did your town look like a hundred million years ago?
Human Body (vision, hearing, and skeletal structure)	How far can a whisper travel? Why are some sounds high and some sounds low? How does your brain control your hand? How can some animals see in the dark?

Social Studies

Based on the Connecticut Social Studies Framework, fourth grade team infuses age appropriate exploration on topics centered around the concept of United States geography as it relates to the regional cultural, economic, and political development of the United States.

Discipline	Content
Civics	Societal changes (immigration - Ellis Island)
History	Immigration and culture
Geography	How location affects life (jobs, housing)
Economics	Economic differences throughout the regions

5th Grade

Literacy

Fifth graders embark on a year-long literacy adventure that immerses readers in text. Each day showcases a different daily text (Book a Day), presented to the class for enjoyment and used as a launching pad to in depth analysis of multiple topics. From powerful discussions on theme and character development to an analysis of specific word choice, daily shared texts are a highlight of each day.

Along with the Classroom Book-a-Day, fifth graders complete intricate novel studies, learn to unpack and understand varying forms of informational texts, and immerse themselves in a plethora of poetry and prose. Explicit instruction on reading strategies builds over the course of the year as students engage in more complex texts.

Writing to express memories, views, and perspectives is part of daily instruction. From grammar lessons to analysis of different text structures to impact messaging, fifth graders spend a lot of time writing. Student generated writing and published pieces are used to showcase impactful writing and launch lively discussions. *Book a Day* plays an integral role in this exploration of the written word.

Report Card Information

Literacy Standards evaluated throughout the year are:

Reading

- Reads grade level text fluently and accurately
- Reads and comprehends grade level texts
- Quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
- Summarizes and determines theme
- Compares/contrasts two or more characters, settings or events
- Analyzes multiple points of view of an event or topic
- Uses strategies to determine the meaning of unfamiliar words and phrases
- Integrates information from several texts to write or speak on a topic

Written Language

- Produces clear and coherent writing appropriate to task, purpose and audience
- Writes effective narratives to develop real or imagined events/experience

- Draws evidence from literary or informational texts to support analysis, reflection and research
- Strengthens writing by planning, revising, editing and rewriting
- Applies correct spelling of grade level word

Math

Fifth graders focus, through continued implementation of the *enVision 2027* math program, on integrating their prior understanding of addition, subtraction, multiplication and division into successful use of the standard algorithms for each, as well as applying knowledge to solve a variety of multi-step mathematical problems. As the year moves on, they move to a deeper understanding of fractions and decimals, building knowledge using a wide variety of manipulatives and graphics. Fifth graders end the year studying the concept of volume and learning about properties of two- and three-dimensional figures.

Report Card Information

Math standards evaluated throughout the year* and included on the report card are:

Numbers and Operations in Base 10

- Demonstrates understanding of the place value system
- Fluently multiplies whole numbers
- Divides multi-digit whole numbers
- Adds and subtracts decimals to the hundredths
- Multiplies and divides decimals to the hundredths

Numbers and Operations with Fractions

- Adds and subtracts fractions with like and unlike denominators
- Demonstrates understanding of multiplication of fractions
- Demonstrates understanding of division of unit fractions

Operations and Algebraic Expressions

- Writes and interprets numerical expressions
- Demonstrates fluency with multiplication and division facts

Measurement, Data and Geometry

- Understands and calculates volume
- Graphs points on a coordinate plane
- Classifies 2D shapes based on properties
- Represents and interprets data

(*Due to the scope and sequence of instruction, standards not instructed yet will be noted by N/A.)

Science

Fifth graders, through the support of the Mosa Mack platform (mosamack.com), dive into scientific exploration through interaction with a variety of scientific mysteries. Each scientific exploration builds depth of content relevant vocabulary, specific background knowledge required to analyze problems, and a guided process to draw conclusions on information/data gathered.

Units	Overarching Questions
Scientific Method	Why is formulating a hypothesis so important? What data do we want to collect? What is the best way to display your data? What conclusions can you draw from your data?
Ecosystems & Food Webs	Where do fallen leaves go? Do worms really eat dirt? Who is a predator and who is considered its prey? What is the role of a decomposer? How does energy flow through an ecosystem?
Water Cycle and Earth's Water Systems	How does water change state as it moves through multiple stages of the water cycle? All examples of solid water are cold - why is that? Puddles on the ground disappear on a hot day - where does the water go? How do plants contribute to the water cycle?
Photosynthesis	How do trees eat? How would water travel to a tree? What would happen if a herbicide was placed near the base of a tree?
Thermal Energy	What material is the best insulator? What is a conductor? How do we keep cold things cold?

Social Studies

Based on the Connecticut Social Studies Framework, fifth grade infuses age-appropriate exploration on topics centered around the concept of *US History (Explorers, Earliest Settlements, Colonial Times)*.

Discipline	Content
Civics	Infused in all units (ie. working together to create / run early settlements)
History	Early Explorers, Early Settlements, and Colonial Times
Geography	Map skills infused within units on early explorers, early settlements
Economics	Infused in units (jobs in early settlements)

6th Grade

Literacy Instruction

At Marlborough Elementary School, sixth grade literacy instruction is designed in full alignment with the Connecticut Core Standards for English Language Arts, which are based on the Common Core State Standards. These updated standards reflect the most current research and best practices in literacy instruction, helping students build the reading, writing, language, and communication skills essential for success in middle school and beyond.

Reading: Literature Circles & Differentiated Instruction

Reading instruction in Grade 6 combines literature circles, novel studies, and small-group support to foster deep engagement and meaningful comprehension. Literature circles empower students to take ownership of their learning through roles such as Discussion Director, Vocabulary Enricher, and Connector. This format promotes collaborative discussion while also supporting differentiated instruction, allowing for flexible grouping and scaffolded tasks that meet a variety of learning needs.

Instruction is centered on CCSS-aligned reading standards, including:

- **Reading Literature (RL.6):** Analyzing characters, theme, point of view, and figurative language
- **Reading Informational Text (RI.6):** Identifying main ideas, evaluating arguments, and using evidence
- **Speaking and Listening (SL.6):** Participating in structured discussions and presenting ideas clearly

Each unit of study includes a core focus to support exploration of genre, theme, literary elements, and author's craft. Students will read at least one of the following for each unit:

- **Building Foundations in Reading:** Short stories, *Drums, Girls, and Dangerous Pie* by Jordan Sonnenblick, *Before the Ever After* by Jacqueline Woodson, *Controlled Burn* by Erin Soderberg Downing, *One for the Murphy's* by Lynda Mullaly Hunt
- **Exploring Research Themes:** *A Night Divided* by Jennifer A. Nielsen, *The Watsons go to Birmingham* by Christopher Paul Curtis, *Chains* by Laurie Halse Anderson, *Ground Zero* by Alan Gratz, *Girl of the Southern Sea* by Michelle Kadarusman, *Number the Stars* by Lois Lowry
- **Analyzing Informational Text:** *I Am Malala* by Malala Yousafzai, *Marley Diaz Gets it Done and So Can You!* by Marley Diaz, *Greta's Story: The Schoolgirl Who Went on Strike to Save the Planet* by Valentina Camerini
- **Synthesizing Reading Skills and Preparing for Presentation:** Independent Reading throughout the year

To launch the year, students participate in a trimester 1 reading bootcamp designed to establish strong habits and expectations for literary thinking. During this time, students learn how to engage deeply with text through strategies such as annotation, questioning, and using context to build

meaning. Instruction introduces and models key tools—such as graphic organizers and thinking stems—to support text analysis and comprehension. This foundational work ensures students are equipped to approach complex texts with growing independence and critical thinking throughout the year.

Reading units begin by activating background knowledge and introducing essential vocabulary. Students practice analyzing literary elements, making inferences, and citing textual evidence in both discussion, presentation, projects, and writing.

Writing: Writer's Workshop Model

Writing instruction in sixth grade follows the Writer's Workshop model, fostering independence, voice, and authentic purpose. The workshop is structured around mini-lessons, independent writing time, peer feedback, and one-on-one teacher conferring. Writing units are aligned to the revised CCSS and include:

- **Building Foundations in Writing/ Narrative Writing (W.6.3):** Telling real or imagined stories with strong focus on character development, organization, and detail
- **Research Writing (W.6.7–W.6.9):** Conducting short research projects using reliable sources, evaluating information for credibility, and synthesizing findings into a well-organized written product
- **Argumentative Writing (W.6.1):** Making claims and supporting them with organized reasoning and evidence
- **Literary & Rhetorical Analysis:** Responding to literature and nonfiction texts through clear, structured writing

Instruction is scaffolded, beginning with a writing bootcamp in trimester one, which heavily focuses on mentor texts, graphic organizers, and student-friendly reference tools. Students build stamina and confidence by moving through the writing process—planning, drafting, revising, editing, and publishing—with clear goals and feedback.

Language and Vocabulary

Students engage daily with grammar and vocabulary aligned to the Language Standards (L.6). Grammar instruction is delivered through brief, focused entrance tickets and includes parts of speech, sentence structure, and usage. Vocabulary development is reinforced through word study and exploration of Greek and Latin roots, which help students unlock the meaning of complex academic words across all content areas.

Students will also build vocabulary competence through Wordly Wise practice and assessment.

Independent Reading and Literacy Appreciation

In addition to structured units, students participate in 20 minutes of daily independent reading. They are encouraged to select high-interest, age-appropriate books that reflect diverse voices and perspectives. This practice not only builds reading fluency and comprehension, but also supports

social-emotional learning and empathy.

We draw inspiration from Rudine Sims Bishop's vision of books as "mirrors, windows, and sliding glass doors," helping students see themselves and understand others through literature. Our classroom library and reading experiences are designed to be inclusive, engaging, and deeply meaningful.

Report Card Information

Literacy Standards evaluated throughout the year are:

Reading

- Reads grade level text fluently and accurately
- Reads and comprehends grade level texts
- Cites textual evidence to support analysis of what the text says explicitly, as well as inferences drawn from the text
- Determines a theme or central idea of a text and identifies how it is conveyed
- Describes how plot unfolds, as well as how the characters respond as plot moves to resolution
- Explains how an author develops the point of view of the narrator or speaker in a text
- Compares and contrasts text in different forms or genres
- Determines the meaning of words and phrases as they are used in a text
- Traces and evaluates argument and specific claims in a text

Writing

- Writes effective narratives to develop real or imagined events/experiences
- Produces clear and coherent writing, appropriate to task, purpose and audience
- Applies correct spelling of grade level words
- Strengthens writing by planning, revising, editing and rewriting
- Draws evidence from literary or informational texts to support analysis, reflection and research

Math

Sixth graders, through continued use of the *enVision 2027* math program, extend their understanding of mathematical operations through solving a variety of multi-step problems. As the year progresses, problems build to include one variable expressions and inequalities. The concepts of ratios and proportions are introduced and students learn how to use proportional reasoning to solve problems. Sixth graders end the year learning about surface area and how it relates to volume through solving a variety of real world problems, mostly involving packaging.

Report Card Information

Math standards evaluated throughout the year* and included on the report card are:

Number System

- Applies and extends previous understanding of operations with fractions to add, subtract, multiply and divide rational numbers
- Computes fluently with multi-digit numbers

Ratios and Proportional Relationships

- Analyzes proportional relationships and uses them to solve real world problems
- Uses ratio reasoning to solve problems

Expressions & Equations

- Demonstrates fluency with math facts
- Solves one variable equations and inequalities
- Writes, reads and evaluates expressions in which letters stand for numbers

Geometry

- Solves problems involving area, surface area and volume
- Calculates volume of prisms with fractional edge lengths

Statistics & Probability

- Develops understanding of statistical variability
- Displays numerical data in plots on a number line, including dot plots, histograms and box plots

(*Due to the scope and sequence of instruction, standards not instructed yet will be noted by N/A or shaded gray.)

Science

In sixth grade, students focus on thinking like scientists by exploring various scientific topics, building on their elementary knowledge, and diving deeper into the content. Through a blended approach using the Mosa Mack platform and supplemental materials, students engage with the Next Generation Science Standards (NGSS). Engineering and design are incorporated throughout each unit to encourage practical application and critical thinking, promoting a thorough understanding of scientific concepts and their connections to real-world scenarios.

Unit	Overarching Questions
Exploring Energy: Movement, Transformation, and Impact	How are an object's speed or mass connected to its energy, and what evidence explains this? How does energy move from one place to another, and what roles do sound, light, heat, and electricity play? What energy changes happen when objects collide, and how can we predict these outcomes? How can we create and improve devices that change energy from one form to another? How do waves carry energy and information, and what patterns help us understand this?

The Building Blocks of Chemistry: Understanding Atoms and Molecules	What makes up an atom, and how do these components work together? What information does the Periodic Table of Elements provide, and how can we use it? How do atoms bond to form molecules and create different substances? How does the conservation of atoms help us understand chemical reactions? What models can we use to explain the structure and behavior of molecules?
Cells and Systems: Exploring the Building Blocks of Life	What evidence shows that all living things are made of cells, and how do we compare single-celled and multicellular organisms? How do cell parts work together, and how can we model these functions? How do cells form tissues, organs, and organ systems, and how do these parts interact to support the body? How do different cell types support the functions of body systems, and how do these systems work together? What models help us understand how body systems maintain health and react to changes?
Genetics and Growth: Exploring Traits, Inheritance, Adaptation and Environmental Influence	How do organisms inherit traits, and how can we model differences in asexual and sexual reproduction? How do genetic mutations affect organisms, and what impacts do these mutations have? How do environmental factors and genetics influence an organism's growth? How do genetic variation and natural selection affect traits in a population over time? How do technologies influence trait inheritance, and what impact does this have on biodiversity? Are traits more influenced by genetics or the environment? Is the type of fertilizer used on strawberry plants a genetic or environmental factor? Do you think height is determined more by genetics or the environment?
Earth's Systems and Our Ecological Footprint: Interactions and Impacts	How do Earth's resources, like minerals and water, form and become unevenly distributed? What is the water cycle, and how do the Sun and gravity affect it? How do air masses, ocean currents, and weather patterns interact to shape climate? What effects do human activities have on Earth's systems, and how can we

	create solutions to lessen these effects? What has caused climate change in the past century, and how can evidence help us understand it?
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Social Studies

In sixth-grade students begin with lessons on digital citizenship and the five themes of geography. Throughout the year, students will explore key topics in civics, history, geography, and economics. Utilizing the five themes, the curriculum focuses on World Regional Studies, covering regions such as Africa, South America, Western Europe, Eastern Europe, Middle America, and Asia. Activities are guided by the Connecticut Elementary and Secondary Social Studies Standards, ensuring an engaging and age-appropriate exploration of these important subjects.

Discipline	Content
Civics- Global Connections	Students will learn about how countries interact globally through trade and tourism. Concepts include: • Trade Relationships: Understanding how countries exchange goods and services, the importance of exports and imports, and how trade can affect economies. • Tourism Impact: Exploring how tourism contributes to a country's economy, the cultural exchange that occurs through travel, and the role of tourism in shaping national identity.
History- Shaping the Modern World: Key Events from 1700 to 1950	Students will study significant historical events that shaped the world during this period, focusing on: • Ancient Egypt: A study of the remarkable civilization of Ancient Egypt, including its contributions to art, science, and governance. Students will examine key aspects of Egyptian society, such as the development of writing, monumental architecture, and religious beliefs. • World Wars: Understanding the causes and effects of World War I and World War II, including the social, economic, and political changes that resulted from these conflicts.
Geography- Exploring the World Through Landforms, and Cultural Connections	Students will gain a solid understanding of geography through: • Landforms: Identifying various landforms, such as mountains, rivers, and deserts, and discussing their significance to the countries studied. • Five Themes of Geography: Applying the five themes (location, place, human-environment interaction, movement, and region) to analyze how geography influences culture, economy, and interaction between countries.
Economics- Understanding Systems and the Health of Nations	Students will explore the concept of economic wealth by: • Economic Systems: Understanding different economic systems (capitalism, socialism, etc.) and how they affect a nation's wealth and citizens' lives.

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| | <ul style="list-style-type: none">• Measuring Wealth: Learning how Gross Domestic Product (GDP) and other indicators measure a country's economic health and how these factors influence trade and tourism. |
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