



WASHINGTON COUNTY SCHOOLS

BASIC EXPECTATIONS FOR ALL SCHOOLS

GOAL: 80% OF STUDENTS IN EACH GRADE LEVEL WILL BE ON GRADE LEVEL OR ABOVE ON THE TENNESSEE STATE *English Language Arts* ASSESSMENT

PreK-5 STANDARDS FOR ENGLISH LANGUAGE ARTS

All PreK-5 students will have daily opportunities to read, write, listen, speak, and use language effectively in a variety of content areas. The **Tennessee State Standards** define what all students are expected to know and be able to do. Students must read widely and deeply from a broad range of high-quality, increasingly challenging literary and informational texts.

Teachers will integrate the *key instructional shifts* of the **Tennessee State Standards** to include:

1. *Building knowledge through content-rich nonfiction and informational text*
2. *Reading and writing grounded in evidence from text*
3. *Regular practice with complex text and its academic vocabulary*

Tennessee State Standards for English Language Arts can be found online at <http://www.tn.gov/education/article/english-language-arts-standards>.

CURRICULUM and ASSESSMENT SCHEDULES for English Language Arts PreK - 5

WCDE Pacing Guides, included in the **Curriculum and Assessment Guide**, align with **Tennessee State Standards**. **Curriculum and Assessment Guide** for English Language Arts documents are to be used by PreK-5 teachers as they plan instruction for each nine weeks. **Curriculum and Assessment Guide** documents and **Assessment Schedules** for each grade level are available online at www.wcde.org/language within the grade specific **Curriculum and Assessment Guide**. (All-inclusive information can be found in the **WCDE Curriculum Manual**.)

Homework Policy for Kindergarten and 1st Grade Students: No mathematics homework will be issued for all Kindergarten and 1st grade students. The homework focus for 2021-2022 will be English Language Arts, such as **reading 20 minutes per week night**.

The district will require various English Language Arts assessments throughout the school year. These

assessments must be recorded on the **English Language Arts Student Profile Spreadsheet**. These Spreadsheets are to be kept up to date with the latest student data. The **ELA Student Profile Spreadsheet** can be sent to any school within Washington County if a student transfers during the school year. The following assessments are required for English Language Arts:

- K-5 teachers will administer three **STAR360 Universal Screening Assessments** for the beginning, middle, and end of the school year. Teachers are to use assessment results to identify areas of strengths and areas to strengthen.
- Students in Kindergarten through 5th grade will be administered individual **Benchmark Literacy Oral Reading Records** at the beginning, middle, and end of year using resources provided in the **Benchmark Oral Reading Kit**. (See the **Curriculum and Assessment Guide** for detailed information.)
- Students in grades **K–5** will be administered **Benchmark Interim Assessments**. Students will take four Interim Assessments per grade based on the state standards taught throughout the year. These assessments are intended to help teachers monitor student progress and provide skills-based information—essentially, to see if students are making adequate progress and staying on track. Information from these assessments can help teachers plan instruction for upcoming units.
- **K-2** teachers will administer **Benchmark Advance Phonological Awareness Assessments**. All students in Grades K-2 should be formally assessed on their phonological awareness abilities multiple times each year. In Kindergarten and Grade 1 these assessments should be administered three times a year—beginning, middle, and end . In Grade 2 these assessments should be administered at the beginning of the year and students who need additional support need to receive intensive phonemic awareness instruction and support
- **K-2** teachers will administer **Benchmark Advance Foundational Skills Screeners** at the beginning of the school year. These assessments are intended to help establish a baseline for each student, from which you may monitor the student’s progress during the school year. Specific assessments can also help you identify a student’s weaknesses or skills the student may lack—areas that may require some additional instruction.
- Students in grades **K–2** will be expected to correctly identify “no excuse” words by the end of the year. Students in grades **3-5** will be expected to spell ALL words on the list by the end of the first nine weeks and be documented with check marks. For the remainder of the year, 3rd-5th grade students should be strongly encouraged to spell “NO EXCUSE” words correctly in their own writing. Teachers need to spot-check students’ writing from time to time for evidence of this, and put a plus mark(+) next to those words spelled correctly in the context of students’ writing/composing by the end of the school year.
- Classroom teachers are responsible for determining which additional assessments are needed for progress monitoring throughout each grading period. These assessment results are to be used to adjust instruction. Refer to the *Suggested Assessments* located in the **Curriculum and Assessment Guide**

ENGLISH LANGUAGE ARTS (ELA) RECOMMENDATIONS for INSTRUCTIONAL TIME

The core curriculum, or **Response to Intervention and Instruction (RtI²) Tier I**, addresses the needs of all students. All students should receive instruction with grade-level **Tennessee State Standards** in small and whole group settings to provide a strong foundation in literacy. The following are grade-band specific **RECOMMENDATIONS** for instructional time in English Language Arts:

	<ul style="list-style-type: none"> ● <u>Kindergarten, First, and Second grades:</u> 150 minutes daily Tier I English Language Arts (ELA) instruction should include all of the Tennessee State Standards ELA strands (Foundational Literacy/Language, Reading [Literature and Informational Text], Speaking and Listening, and Writing). As per the standards, informational text instruction includes Science and Social Studies texts and can be incorporated in the 150 minute recommendation. ● <u>Third through Eighth grades:</u> 90+ minutes daily/self-contained and 90+ minutes daily/departmentalized. The Tennessee State Standards for ELA must be taught in an integrated manner across all strands (Foundational Literacy/Language, Reading [Literature and Informational Text], Speaking and Listening, and Writing). It is recommended that the same highly skilled teacher teach all ELA content. Separating these ELA strands into separate courses does not reflect best practice. The integrated nature of the Tennessee State Standards requires students to work across multiple strands at once. Separating reading from the work students do in writing and language violates the spirit and intent of the standards.
<p>BALANCED LITERACY BLOCK</p>	<p>All PreK-5 English Language Arts instructional blocks incorporate the components of balanced literacy to include: reading workshop (foundational skill instruction, read alouds, shared reading, guided reading, and independent reading), and writing workshop. (Expectations for these are listed in more detail below.) Instruction includes whole group, small group, and differentiated instruction, as well as integration of reading, writing, speaking, and listening. Throughout the literacy block, students are to READ text, THINK about text, TALK about text, and WRITE about text.</p> <p>ELA classrooms follow the Gradual Release of Responsibility Framework with the following five elements: teacher modeling, guided practice, collaborative practice, independent practice, and application of the strategies and skills in authentic literacy situations. I DO, WE DO, YOU DO.</p>
<p>FOUNDATIONAL LITERACY SKILLS</p>	<p>(K-2): Students in grades K-2 will receive systematic phonics instruction through the <i>Benchmark Phonics</i> program. Students will participate in 60 minutes of daily foundational skills activities such as word work that provides direct, explicit instruction to build phonological awareness, phonics skills, and fluency both in and out of text. Vocabulary and comprehension are developed through listening/read aloud opportunities where teachers strategically ask questions and model thinking that leads to application during independent reading. Small group instruction provides opportunities for the teacher to differentiate for student needs along with assessing to guide instruction tailored to meet specific student deficits. Therefore, foundational skills instruction is embedded in all aspects of this 150-minute block and is dedicated to developing students’ holistic literacy approach to fluency, vocabulary, and comprehension coherently as recommended by research. Please reference The Foundational Literacy Skills Plan for detailed information.</p> <p>(3-5): Students in grades 3-5 should have a 75 minute literacy block that includes reading (30 minutes); grammar, morphology, and writing (45 minutes) Literacy block includes explicit support for fluency, vocabulary, and comprehension. Washington County Schools has an integrated literacy block for grades three through five anchored in the science of reading and aligned to Tennessee Academic Standards for English Language Arts. Please reference The Foundational Literacy Skills Plan for detailed information.</p>

READING WORKSHOP:

All students in grades PreK-5 will have daily opportunities to read and be actively engaged in reading that focuses on comprehension in a 50-50 balance of informational texts and literature. **Reading Workshop** combines whole group, small group, and differentiated instruction using the **Gradual Release of Responsibility Framework**. Teachers model and explicitly teach strategies for the whole group mini-lesson, guide practice in shared reading experiences and small group interactions, and move students toward independent practice and application of skills. The **Reading Workshop** provides students with regular practice **Close Reading** of complex text, answering **Text-Dependent Questions**, completing **Tasks**, and participating in **Accountable Talk**.

Benchmark Advance is centered around knowledge-building (to build and improve the ability to comprehend complex texts and apply that knowledge as students listen, read, write, think, and speak. Each day, students participate in metacognitive, comprehension, and vocabulary mini lessons designed to provide students with the skills and strategies needed to be proficient readers. The fluency, vocabulary, and comprehension skills are not taught in isolation, but are embedded within the lesson to ensure continuity, cohesion, and connection.

**READ ALOUD:
Accessing complex texts**

All PreK-5 students will be read aloud to numerous times daily by a teacher from a variety of genres. **Read alouds** should include a 50-50 balance of informational text and literature. Texts should be appropriately complex according to the grade bands of text complexity. The primary purpose is to extend students' knowledge and comprehension of complex texts while demonstrating strategies to support comprehension and vocabulary knowledge.

Tennessee Grade Band	The Lexile Framework®	ATOS	Degrees of Reading Power®	SourceRater	Reading Maturity	Flesch-Kincaid®
2 nd – 3 rd	420 – 820	2.75 – 5.14	42 – 54	0.05 – 2.48	3.53 – 6.13	1.98 – 5.34
4 th – 5 th	740 – 1010	4.97 – 7.03	52 – 60	0.84 – 5.75	5.42 – 7.92	4.51 – 7.73
6 th – 8 th	925 – 1185	7.00 – 9.98	57 – 67	4.11 – 10.66	7.04 – 9.57	6.51 – 10.34
9 th – 10 th	1050 – 1335	9.67 – 12.01	62 – 72	9.02 – 13.93	8.41 – 10.81	8.32 – 12.12
11 th – 12 th	1185 – 1385	11.20 – 14.10	67 – 74	12.30 – 14.50	9.57 – 12.00	10.34 – 14.2

Additional information on levels of text complexity can be found at <http://www.lexile.com>.

Benchmark Advance provides PreK-5 teachers with lists of recommended read alouds found in the **Teacher Resource System** volume.

**SHARED READING:
Accessing on-grade level texts**

Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including using foundations skills/language skills and comprehension strategies, as well as reading with fluency and expression. All PreK-5th grade students will experience shared reading using a variety of on-grade level texts as part of a daily block of literacy instruction.

**GUIDED READING:
Using instructional level texts**

Guided Reading Small Group Reading is an instructional strategy in which a teacher works in a small group to support students as they read appropriately complex texts. Small group instruction occurs during Tier 1 instruction and provides teachers with the opportunity to differentiate instruction for students. The instruction has a clear learning focus such as:

- Providing explicit instruction with foundational skills within text
- Practicing with word analysis/decoding skills and strategies
- Practicing reading fluency
- Supporting text comprehension

<ul style="list-style-type: none"> ● Academic Vocabulary ● Word Walls 	<ul style="list-style-type: none"> ● Academic Vocabulary: The Tennessee State Standards emphasize the connection between a student’s vocabulary with his/her academic achievement. Tier I words are the words of everyday speech usually learned in the early grades (mom, cat, today). Tier II words (what the Standards refer to as <i>general academic</i> words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as <i>relative, vary, and accumulate</i>), technical texts (<i>calibrate, itemize, periphery</i>), and literary texts (<i>misfortune, dignified, faltered</i>). Tier II words often represent subtle or precise ways to say relatively simple things—<i>saunter</i> instead of <i>walk</i>, for example. Tier II words allow students to access complex text. Tier III words (what the Standards refer to as <i>domain-specific</i> words) are specific to a domain or field of study (<i>lava, legislature, circumference</i>) and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier III words are far more common in informational texts than in literature. Recognized as new and “hard” words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary). ● Word Wall: A district-wide Word Wall initiative will be used to introduce and reinforce spelling and vocabulary development in all subject areas, including English Language Arts. Word Wall resources are available online at www.wcde.org/language.
<p>WRITING WORKSHOP</p>	<p>All students in grades K-5 will have the opportunity to write (compose) DAILY through Writing Workshop. Writing Workshop combines whole group, small group, and differentiated instruction with the Gradual Release of Responsibility Framework. Teachers will model and explicitly teach strategies for the whole group mini-lesson, guided practice in shared writing experiences and small group interactions, and move students toward independent practice and application of skills through student-teacher writing conferences.</p> <p>In Benchmark Advance, students engage in both short and extended writing activities. Daily explicit mini-lessons support writing to sources and process writing of narrative, informative, and opinion texts as well as poetry. Within the lessons, sample conferring prompts guide teachers to monitor and support developing writers along the gradual release continuum.</p> <p>Teachers will assess and track student growth in writing. Student writing will be scored and recorded on the ELA Student Profile Spreadsheet. <i>Please note: in grades 2-5, the writing assessment will be included in the Benchmark Interim Assessments.</i></p>

WASHINGTON COUNTY DEPARTMENT OF EDUCATION

6-8 Curriculum Expectations: 2021-2022

English Language Arts - Savvas My Perspectives

6-8 STANDARDS FOR ENGLISH LANGUAGE ARTS

Students in grades 6-8 will have daily opportunities to read, write, listen, speak, and use language effectively in a variety of content areas. The **Tennessee State Standards** define what all students are expected to know and be able to do. Students must read widely and deeply from a broad range of high-quality, increasingly challenging literary and informational texts.

Teachers will integrate the *key instructional shifts* of the **Tennessee State Standards** to include:

1. *Building knowledge through content-rich nonfiction and informational text*
2. *Reading and writing grounded in evidence from text*
3. *Regular practice with complex text and its academic vocabulary*

Tennessee State Standards for English Language Arts can be found online at

<https://bestforall.tnedu.gov/explore-standards>

CURRICULUM and ASSESSMENT SCHEDULES for English Language Arts 6-8

WCDE Pacing Guides, included in the **Curriculum and Assessment Guide**, align with **Tennessee State Standards**. **Curriculum and Assessment Guide** for English Language Arts documents are to be used by 6-8 teachers as they plan instruction for each nine weeks. **Curriculum and Assessment Guide** documents and **Assessment Schedules** for each grade level are available online at www.wcde.org/language within the grade specific **Curriculum and Assessment Guide**.

The district will require various English Language Arts assessments throughout the school year. These assessments must be recorded on the **Student Profile Spreadsheet**. These Spreadsheets are to be kept up to date with the latest student data. The **Student Profile Spreadsheet** can be sent to any school within Washington County if a student transfers during the school year. The following assessments are required for English Language Arts:

- 6-8 teachers will administer three **STAR360 Universal Screening Assessments** for the beginning, middle, and end of the school year. Teachers are to use assessment results to identify areas of strengths and areas to strengthen. Teachers are to use the assessment results to conference and set goals with students.
- This year students in grades 6-8 will be administered the myPerspectives ELA Tennessee Beginning, Mid and End of Year Assessment. These assessments are used to *inform instruction only*. See Curriculum and Assessment Guide document and Assessment Schedules for grade 6-8 ELA.
- Students in grades **6-8** will be expected to complete Unit Performance Tasks after each unit of study in my Perspectives. Performance Task build toward and prepare students for the Unit Performance Based Assessment. Students pull together their notes, evidence and completed activities and Performance Task to prepare for the Performance Based Assessment. These assessments must be recorded on the **Student**

	<p>Profile Spreadsheet</p> <ul style="list-style-type: none"> • Students in grades 6-8 will be expected to spell ALL words on the “no excuse” list by the end of the first nine weeks and be documented with <u>check marks</u>. For the remainder of the year, 6-8th grade students should be strongly encouraged to spell “NO EXCUSE” words correctly in their own writing. Teachers need to spot-check students’ writing from time to time for evidence of this, and put a <u>plus mark(+)</u> next to those words spelled correctly in the context of students’ writing/composing by the end of the school year. These assessments must be recorded on the Student Profile Spreadsheet • Classroom teachers are responsible for determining which additional assessments are needed for progress monitoring throughout each grading period. These assessment results are to be used to adjust instruction. Refer to the <i>Suggested Assessments</i> located in the <i>Curriculum and Assessment Guide</i>
<p>ENGLISH LANGUAGE ARTS (ELA) RECOMMENDATIONS for INSTRUCTIONAL TIME</p>	<p>The core curriculum, or Response to Intervention and Instruction (RtI²) Tier I, addresses the needs of all students. All students should receive instruction with grade-level Tennessee State Standards in small and whole group settings to provide a strong foundation in literacy. The following are grade-band specific RECOMMENDATIONS for instructional time in English Language Arts:</p> <ul style="list-style-type: none"> • <u><i>Sixth through Eighth grades</i></u>: 90 minutes daily/departmentalized (90 minutes uninterrupted). The Tennessee State Standards for ELA must be taught in an integrated manner across all strands (Foundational Literacy/Language, Reading [Literature and Informational Text], Speaking and Listening, and Writing). It is recommended that the same highly skilled teacher teach all ELA content. Separating these ELA strands into separate courses does not reflect best practice. The integrated nature of the Tennessee State Standards requires students to work across multiple strands at once. Separating reading from the work students do in writing and language violates the spirit and intent of the standards.
<p>BALANCED LITERACY BLOCK</p>	<p>All 6-8 English Language Arts instructional blocks incorporate the components of balanced literacy to include: reading workshop (read alouds, shared reading, guided reading, and independent reading), word work, and writing workshop. (Expectations for these are listed in more detail below.) Instruction includes whole group, small group, and differentiated instruction, as well as integration of reading, writing, speaking, and listening. Throughout the literacy block, students are to READ text, THINK about text, TALK about text, and WRITE about text.</p> <p>ELA classrooms follow the Gradual Release of Responsibility Framework with the following five elements: teacher modeling, guided practice, collaborative practice, independent practice, and application of the strategies and skills in authentic literacy situations. I DO, WE DO, YOU DO.</p>
<p>READING WORKSHOP:</p>	<p>All students in grades 6-8 will have daily opportunities to read and be actively engaged in reading that focuses on comprehension in a 50-50 balance of informational texts and literature. Reading Workshop combines whole group, small group, and differentiated instruction using the Gradual Release of Responsibility Framework. Teachers model and explicitly teach strategies for the whole group mini-lesson, guide practice in shared reading experiences and small group interactions, and move students toward independent practice and application of skills.</p>

The **Reading Workshop** provides students with regular practice **Close Reading** of complex text, answering **Text-Dependent Questions**, completing **Tasks**, and participating in **Accountable Talk**.

My Perspectives -
 Each unit focuses on an engaging topic related to the essential question. The essential question frames all unit activities and discussions. All units are backward designed to the Performance Based Assessment. Whole Class Learning: The Launch Text introduces a perspective on the unit topic. Teachers lead the shared reading experience, providing, modeling and support as students begin exploring perspectives on the unit topic. A rich array of media selections engage students in multimodal learning. Small Group Learning: Students encounter diverse perspectives on the unit topic working in collaborative teams. Independent Learning: Students self-select a text to explore an aspect of the unit topic and share their learning with the class. The Launch Text models the mode of writing that will be at the core of the Performance Based Assessment. Performance Task build toward and prepare students for the Unit Performance Based Assessment. Students pull together their notes, evidence and completed activities and Performance Task to prepare for the Performance Based Assessment.

**READ ALOUD:
 Accessing complex texts**

All 6-8 students will be read aloud numerous times daily by a teacher from a variety of genres. **Read alouds** should include a 50-50 balance of informational text and literature. Texts should be appropriately complex according to the grade bands of text complexity. The primary purpose is to extend students’ knowledge and comprehension of complex texts while demonstrating strategies to support comprehension and vocabulary knowledge.

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Additional information on levels of text complexity can be found at <http://www.lexile.com>.

SMALL GROUP

Students work collaboratively as they explore texts and complete projects. Teachers facilitate reading and analyzing complex texts, encouraging collaboration. Leveled texts in myPerspectives are intended to help build comprehension and background knowledge.

**INDEPENDENT READING:
 Applying skills with independent level texts**

All 6-8 students will have the opportunity to read **independently** for a designated amount of time with meaningful paired or group discussion. Students’ self-selected books should be on independent reading levels within grade bands of text complexity. Additional information on these levels can be found at <http://www.lexile.com>.

- All 6-8 students will read a minimum of 25 books during the school year, documented on the **Washington County Student Reading Log** found online at www.wcde.org/language. During independent reading, students keep reading logs and reading response journals. The teacher is required to review these logs and journals and to conference regularly with individual students to monitor their progress.

<p>WORKING WITH WORDS:</p> <ul style="list-style-type: none"> ● Academic Vocabulary ● Word Walls 	<p>All students will receive research-based word work instruction with appropriate grade-level spelling and vocabulary.</p> <ul style="list-style-type: none"> ● <u>Academic Vocabulary:</u> The Tennessee State Standards emphasize the connection between a student’s vocabulary with his/her academic achievement. Tier I words are the words of everyday speech usually learned in the early grades (mom, cat, today). Tier II words (what the Standards refer to as <i>general academic</i> words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as <i>relative, vary, and accumulate</i>), technical texts (<i>calibrate, itemize, periphery</i>), and literary texts (<i>misfortune, dignified, faltered</i>). Tier II words often represent subtle or precise ways to say relatively simple things—<i>saunter</i> instead of <i>walk</i>, for example. Tier II words allow students to access complex text. Tier III words (what the Standards refer to as <i>domain-specific</i> words) are specific to a domain or field of study (<i>lava, legislature, circumference</i>) and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier III words are far more common in informational texts than in literature. Recognized as new and “hard” words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary). ● <u>Word Wall:</u> A district-wide Word Wall initiative will be used to introduce and reinforce spelling and vocabulary development in all subject areas, including English Language Arts. Word Wall resources are available online at www.wcde.org/language.
<p>WRITING WORKSHOP</p>	<p>All students in grades 6-8 will have the opportunity to write (compose) DAILY through the Writing Workshop. Writing Workshop combines whole group, small group, and differentiated instruction with the Gradual Release of Responsibility Framework. Teachers will model and explicitly teach strategies for the whole group mini-lesson, guided practice in shared writing experiences and small group interactions, and move students toward independent practice and application of skills through student-teacher writing conferences.</p> <p>Students will experience a variety of genres in the three types of writing: narrative, opinion/argument, and informational/explanatory.</p> <p>All units are backward designed to the Performance Based Assessment. The Launch Text models the mode of writing that will be at the core of the Performance Based Assessment. Performance Tasks build toward and prepare students for the Unit Performance Based Assessment. Students pull together their notes, evidence and completed activities and Performance Task to prepare for the Performance Based Assessment. These assessments must be recorded on the Student Profile Spreadsheet</p>

PreK-8 Curriculum Expectations: 2021-2022

PreK-8 Curriculum, Powerful Practices, and Assessment MATHEMATICS

BASIC EXPECTATIONS FOR ALL SCHOOLS	GOAL: 80% OF STUDENTS IN EACH GRADE LEVEL WILL BE ON GRADE LEVEL OR ABOVE ON THE TENNESSEE STATE <i>Mathematics</i> ASSESSMENT
PreK-8 TENNESSEE STATE STANDARDS FOR MATHEMATICS	All Pre K-8 classrooms should align instruction to the Tennessee State Standards . The Tennessee State Standards define what all students are expected to know and be able to do, not how teachers should teach.
CURRICULUM and ASSESSMENT SCHEDULES for Mathematics Curriculum	<p><i>Planning & Pacing Guides</i> align with Tennessee State Standards. <i>Grade level Planning & Pacing Guides</i> for Mathematics are to be used by PreK-8 teachers as they plan instruction for each nine weeks. <i>Curriculum and Assessment Guide</i> documents and <i>Assessment Schedules</i> for each grade level are available on the WCDE webpage under Curriculum/Math within the grade specific <i>Planning & Pacing Guide</i>.</p> <p>Homework Policy for Kindergarten and 1st Grade Students: No mathematics homework will be issued for all Kindergarten and 1st grade students. The homework focus for 2021-2022 will be English Language Arts, such as reading 20 minutes per week night. This strategy aims to support the Tennessee Department of Education’s focus on foundational literacy.</p> <p>The district will require various Mathematics assessments for the beginning, middle, and end of the school year. These assessments must be recorded on the Mathematics Student Profile Spreadsheet. These are to be kept up to date with the latest student data. The data from the Mathematics Student Profile Spreadsheet can be sent to any school within Washington County if a student transfers during the school year. The following assessments are required for Mathematics:</p> <ul style="list-style-type: none">• The district will require three (skills-based) STAR 360 Universal Screening Assessments for the beginning, middle, and end of the school year.• At the end of each nine weeks term, students in grades K – 8 will be administered (standards-based) CASE Benchmark Assessment. This assessment is to be used to <i>inform instruction</i> only. Kindergarten students will begin at the second nine weeks term.• Students in grades 4-8 will be administered an 8-minute timed multiplication assessment at the beginning, mid, and end of year. Students in grade 3 will be administered an 8-minute timed multiplication assessment at the mid-and end of year. Teachers have the opportunity to administer the fall multiplication assessment online through Google Forms. District will provide multiplication online assessment information for each testing window. Results will be recorded on the Mathematics Student Profile Spreadsheet.

	<ul style="list-style-type: none"> Classroom teachers are responsible for determining which additional assessments are needed for progress monitoring throughout each grading period. These assessment results are to be used to adjust instruction.
<p>MATHEMATICS RECOMMENDATIONS for INSTRUCTIONAL TIME</p>	<p>The core curriculum, or Response to Intervention and Instruction (RtI²) Tier I, addresses the needs of all students. All students should receive instruction with grade-level Tennessee State Standards in small and whole group settings to provide a strong foundation in mathematics. The following are grade-band specific RECOMMENDATIONS for instructional time in Mathematics:</p> <ul style="list-style-type: none"> <u>Kindergarten and First grades</u>: 60 minutes daily (uninterrupted). Core Mathematics instruction should include all of the Tennessee State Standards. <u>Second grade</u>: 75 minutes daily. Forty-five minutes will be uninterrupted grade level standards-based instruction. Thirty minutes will be Accelerated Learning block to assess and address small-group and individualized instruction. Core Mathematics instruction should include all of the Tennessee State Standards. <u>Third through Eighth grades</u>: 90 minutes daily/self contained and 90 minutes daily/departmentalized. Sixty minutes will be uninterrupted grade level standards-based instruction. Thirty minutes will be Accelerated Learning block to assess and address small-group and individualized instruction. Core Mathematics instruction should include all of the Tennessee State Standards. <p>All Pre K-8 students will have daily opportunities for active engagement in rigorous learning activities that address higher order thinking and follow a conceptual math framework. Concrete Representational Abstract (CRA) instructional approach will be used in teaching math concepts to develop a deep and sustainable conceptual understanding. To support strong classroom instruction, teachers will utilize the Tennessee Department of Education’s Instructional Focus Documents for Mathematics. All students in grades 3-8 will participate in Math Tasks at least once every two weeks that are aligned with the Major Works of the Math Blueprint for that grade level. All students are expected to have the opportunity to engage in activities that incorporate writing in math daily. Students must organize their thinking, use key vocabulary terms and phrases, and communicate mathematically—which leads to deep and meaningful understanding. These activities can be a pre or post classroom task, and designed by the teacher. These activities need to work to build conceptual understanding and strengthen procedural fluency skills. Refer to district math website for resources.</p>
<p>PreK-8 MATHEMATICAL PRACTICES</p>	<p>The following eight mathematical practices should be incorporated into all instruction:</p> <ul style="list-style-type: none"> Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure.

	<ul style="list-style-type: none"> • Look for and express regularity in repeated reasoning.
LITERACY SKILLS FOR MATHEMATICAL PROFICIENCY	<p>Communication in mathematics employs literacy skills in reading, vocabulary, speaking and listening, and writing. The following four <i>literacy skills for mathematics</i> should be incorporated into all instruction:</p> <ul style="list-style-type: none"> • Use multiple reading strategies. • Understand and use correct mathematical vocabulary. • Discuss and articulate mathematical ideas. • Write mathematical arguments.
VOCABULARY DEVELOPMENT, ACADEMIC VOCABULARY, WORD WALLS	<p>All PreK-8 students will be exposed to and taught through research-based strategies Tier II & III vocabulary through a district-wide Word Wall initiative. Word Wall resources are available online at www.wcde.org/language</p>

WASHINGTON COUNTY DEPARTMENT OF EDUCATION
PreK-8 Curriculum Expectations: 2021-2022

PreK-8 Curriculum, Powerful Practices, and Assessment
SCIENCE

BASIC EXPECTATIONS FOR ALL SCHOOLS	GOAL: 80% OF STUDENTS IN EACH GRADE LEVEL WILL BE ON GRADE LEVEL OR ABOVE ON THE TENNESSEE STATE <i>Science</i> ASSESSMENTS
TN SCIENCE STANDARDS	All K-8 students will have daily opportunities for active engagement in science and engineering practices and application of crosscutting concepts to deepen understanding of each disciplinary core idea. The three dimensions need to be integrated into standards, curriculum, instruction and assessments to support students' learning.
PACING GUIDES For Science Curriculum	<p><i>Grades 3-8 WCDE Pacing Guides</i> for Science are to be used by teachers as they plan instruction for each nine weeks period. These guides are located on the WCDE Curriculum Webpage.</p> <ul style="list-style-type: none">• At the end of each nine weeks term, students in grades 3-8 will be administered (standards-based) CASE Benchmark Assessment. This assessment is to be used to <i>inform instruction</i> only. Results will be recorded on the Student Profile Spreadsheet.
VOCABULARY DEVELOPMENT and WORD WALLS	All PreK-8 students will be exposed to and taught through research-based strategies Tier II & III vocabulary through a district-wide Word Wall initiative. Word Wall resources are available online at www.wcde.org/language .
COLLABORATION ON RESEARCH	Science , Social Studies, and English Language Arts teachers will collaborate to help students complete research tasks.

WASHINGTON COUNTY DEPARTMENT OF EDUCATION
PreK-8 Curriculum Expectations: 2021-2022

PreK-8 Curriculum, Powerful Practices, and Assessment
SOCIAL STUDIES

BASIC EXPECTATIONS FOR ALL SCHOOLS	GOAL: 80% OF STUDENTS IN EACH GRADE LEVEL WILL BE ON GRADE LEVEL OR ABOVE ON THE TENNESSEE STATE <i>Social Studies</i> ASSESSMENTS
TN SOCIAL STUDIES STANDARDS	All Social Studies teachers will have a clear understanding of standards in order to effectively teach the Tennessee State Social Studies Standards to students.
PACING GUIDES for Social Studies Curriculum	<p>Grades 3-8 WCDE Pacing Guides for Social Studies are to be used by teachers as they plan instruction for each nine weeks period. As we transition to the new Social Studies Tennessee State Standards, please see the ELA pacing guide for information on how the newly/revised Tennessee State Social Studies standards are embedded into the English/Language Arts Curriculum for grades K-3. These guides are located in the WCDE Curriculum Webpage.</p> <ul style="list-style-type: none"> • At the end of each nine weeks term, students in grades 3-8 will be administered (standards-based) CASE Benchmark Assessment. This assessment is to be used to <i>inform instruction</i> only. Results will be recorded on the Student Profile Spreadsheet.
VOCABULARY DEVELOPMENT and WORD WALLS	All PreK-8 students will be exposed to and taught through research-based strategies Tier II & III vocabulary through a district-wide Word Wall initiative. Word Wall resources are available online at www.wcde.org/language .
COLLABORATION ON RESEARCH	Science, Social Studies , and English Language Arts teachers will collaborate to help students complete research tasks.