



Program of Studies

Elementary School Curriculum
Guide Y5-4
2023-2024

Department of Instruction
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Grosse Pointe Public School System
389 St. Clair, Grosse Pointe MI 48230

ELEMENTARY SCHOOL PROGRAM OF STUDIES

Welcome to the Elementary Program of Studies! This program is designed to provide students with a well-rounded education that prepares them for success in their academic and personal lives. Our program emphasizes the development of fundamental and enrichment skills in reading, writing, math, and science, and social studies, as well as physical education, library and the arts.

In reading and writing, students will learn to read fluently, comprehend complex texts, and communicate effectively through written and oral expression. Our math curriculum emphasizes the development of computational fluency, problem-solving, and critical thinking skills. In science, students will take on the roles of scientists and engineers, figure out disciplinary core ideas, and utilize and apply crosscutting concepts in multiple modalities centered around engaging anchor phenomena. The social studies curriculum is designed to prepare young people to become responsible citizens through the integrated study of history, geography, civics, economics, inquiry, civic involvement, public discourse and decision-making.

The Library Media program is founded on the belief that reading and information literacy skills are essential to successful lifelong learning. Physical education is an integral part of our program, promoting sustained health and fitness through a variety of activities and games. And finally, our arts curriculum is second to none and encourages creativity, self-expression, and an appreciation for the beauty and richness of the human experience of music and art through creating, presenting, responding and connecting.

Through a combination of challenging coursework, engaging classroom experiences, and supportive teachers and staff, our program prepares students for success in middle school, high school, and beyond. We are committed to helping our students become confident, capable, and compassionate individuals who are ready to make a positive impact on the world. Thank you for choosing the Grosse Pointe Public School System.

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NON-DISCRIMINATION POLICY

[Board Policies 3.18 and 5.02](#) prohibit discrimination in the District on the basis of race, color, national origin, sex (including sexual orientation or transgender identity), disability, age, religion, height, weight, marital or family status, military status, ancestry, genetic information, or any other legally protected characteristic in its programs and activities, including employment opportunities. This guideline shall be used to ensure that the District's non-discrimination policies are implemented properly and in compliance with Federal and State laws and regulations.

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ENGLISH LANGUAGE ARTS

The Elementary GPPSS English Language Arts Curriculum is an integrated approach to language instruction that recognizes the interdependence of reading, writing, listening, viewing, and speaking. Based on the [Early Literacy Essentials](#) (2016) developed by the Michigan Department of Education, and the Common Core State Standards for English Language Arts, materials are selected and developed to support differentiation. The standards that should be continually addressed in instruction and/or emphasized in a certain unit of study have been identified to highlight the spiral effect of curriculum and emphasize the continuity of skill progression. The approved curriculum materials are listed below:

- Reading Y5 - 4th Grade Oakland Schools/MAISA Units for Readers' Workshop
- Writing Y5 - 4th Grade Oakland Schools/MAISA Units for Writers' Workshop
- Word Study Y5-3 Really Great Reading (Program Progression)
- Word Study 4 Word Study Wordsmith
- Handwriting Houghton Mifflin Traditional Manuscript and Cursive
- Intervention/Acceleration Lexia Core5
- Grosse Pointe Writing Rubrics:
 - [Y5/Kindergarten](#)
 - [1st grade](#)
 - [2nd grade](#)
 - [3rd grade](#)
 - [4th grade](#)

Summary of Focus Areas in Reading and Writing to support Essential Instructional Practices in Early Literacy and Common Core Instruction.

KINDERGARTEN	Reading	Writing
	Students will read titles in designated genres at their own reading level	Students will receive instruction in designated writing modes progressing according to their own development
Narrative	Launching Reading Workshop Emergent story books Readers read pattern books Readers use strategies to read Readers get to know characters, nursery rhymes, songs and poems	Oral Language: Building a talking community Launching the writing workshop Pattern Books Growing as small moment writers
Informational	Informational reading and informational texts including history/social studies, science, technical texts.	Label and list in a content area Writing a sequence of instructions: how to books Informational writing: personal expertise
Opinion		Opinion letter

FIRST GRADE	Reading Students will read titles in designated genres at their own reading level	Writing Students will receive instruction in designated writing modes progressing according to their own development
Narrative	<p>Launching Reading Workshop</p> <p>Readers use strategies to solve words</p> <p>Character study</p> <p>Building a repertoire of strategies mixed genre</p> <p>Series reading: reenacting character clubs</p>	<p>Launching the writing workshop (personal narrative)</p> <p>Revision</p> <p>Apprentice writing: studying craft</p> <p>Teacher Choice</p>
Informational	Readers learn from informational learning	<p>Writing a sequence of instructions: how to books</p> <p>Informational books: personal expertise</p> <p>Write like a scientist: investigation notebooks</p>
Opinion		Opinion writing letters for social action

SECOND GRADE	Reading Students will read titles in designated genres at their own reading level	Writing Students will receive instruction in designated writing modes progressing according to their own development
Narrative	<p>Launching Reading Workshop</p> <p>Character study</p> <p>Series reading</p> <p>Reading fiction and traditional literature and other selections to support the Common Core and Readers' Workshop</p>	<p>Launching small moments</p> <p>Lifting level narrative writing studying craft</p> <p>Revision</p> <p>Realistic Fiction</p>
Informational	<p>Readers learn from informational learning</p> <p>Informational Book Clubs and informational texts including history/social studies, science, technical texts.</p>	<p>Informational writing: personal expertise</p> <p>Shared research and informational writing: Descriptive reports</p>

Opinion		Opinion with supporting details
THIRD GRADE	Reading Students will read titles in designated genres at their own reading level	Writing Students will receive instruction in designated writing modes progressing according to their own development
Narrative	<p>Launching strong reading habits</p> <p>Understanding characters</p> <p>Mixed genre series clubs</p> <p>Poetry and other selections to support the Common Core and Readers' Workshop.</p>	<p>Launching true stories</p> <p>Literary essay</p> <p>Poetry: discovering the voice inside your heart</p>
Informational	<p>Informational reading</p> <p>Informational research clubs and informational texts including history/social studies, science, technical texts.</p>	<p>Informational writing: personal expertise</p> <p>Informational research writing</p>
Opinion		Persuasive essay

FOURTH GRADE	Reading Students will read titles in designated genres at their own reading level	Writing Students will receive instruction in designated writing modes, progressing according to their own development
Narrative	<p>Launching strong readers</p> <p>Analyzing characters and other selections to support the Common Core and Readers' Workshop</p>	<p>Launching with realistic fiction stories</p> <p>Literary non-fiction: personal expertise</p> <p>Building and writing personal poetry anthologies</p>
Informational	<p>Informational reading</p> <p>Interpretive and analytic reading</p> <p>Informational research</p> <p>Historical fiction and informational texts including history/social studies, science, technical texts</p>	Informational research writing
Opinion		<p>Persuasive essays</p> <p>Literary essays</p>

MATHEMATICS

The Elementary GPPSS Math Curriculum is designed to help students understand and use math in their everyday lives. It focuses on developing students' critical thinking and problem-solving skills, as well as their understanding of mathematical concepts and their applications. Students learn about a wide range of topics which include, but are not limited to the following:

- Number and operations, including addition, subtraction, multiplication, and division
- Fractions, decimals, and percentages
- Measurement and data, including understanding units of measurement and data analysis
- Geometry, including identifying and classifying shapes and understanding concepts such as area, perimeter, and volume
- Algebraic thinking, including understanding patterns and relationships between numbers and variables.

Students also learn how to apply these concepts in real-life situations. Some of the key features of the GPPSS curriculum include:

1. Hands-on learning: Students are encouraged to use manipulatives such as blocks, cubes, and other objects, to help them visualize and understand mathematical concepts.
2. Problem-solving: Students are given real-life problems to solve, which help them develop their critical thinking and reasoning skills.
3. Multiple approaches: Teachers encourage students to use different methods and strategies to solve problems, rather than relying on a single approach.
4. Focus on communication: Students are encouraged to explain their thinking and reasoning, both orally and in writing, which helps them develop their communication skills.

The curriculum is designed to meet the Common Core State Standards (CCSS) and provide students with a solid foundation in math. The program includes lessons and activities that are aligned with the CCSS, and it helps students build the skills and knowledge they need to be successful as they progress through their academic careers.

The approved curriculum materials are listed below:

- [Grades Y5- 4 — Everyday Mathematics, McGraw Hill \(2016\) fourth edition](#) (EDM4)
- [Freckle Math Digital Content](#)

YOUNG FIVES/KINDERGARTEN OVERVIEW

Counting and Cardinality

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

Measurement and Data

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

Operations and Algebraic Thinking

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

Operations

- Represent addition and subtraction correctly (with objects) and abstractly (written equation)
- Solve word problems within 10
- Add and subtract fluently to 5
- Compose equations within 10

Number and Operations in Base Ten

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

Geometry

- Identify and describe shapes
- Analyze, compare, create and compose shapes
- Identify and describe 2 dimensional and 3 dimensional shapes.

Number and Operations

- Compose and decompose numbers 10-20 by drawing or in equation form ($18=10 + 8$)

GRADE 1 OVERVIEW

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction
- Understand and apply properties of operations and the relationship between addition and subtraction
- Add and subtract within 20
- Work with addition and subtraction equations

Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Tell and write time
- Represent and interpret data.

Number and Operations in Base Ten

- Extend the counting sequence
- Understand the place value
- Use place value understanding and properties of operations to add and subtract

Geometry

- Reason with shapes and their attributes

GRADE 2 OVERVIEW

Operations and Algebraic Thinking

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

Measurement and Data

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

Number and Operations in Base Ten

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

Geometry

- Reason with shapes and their attribute

GRADE 3 OVERVIEW

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division
- Understand properties of multiplication and the relationship between multiplication and division.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic

Number Operations- Fractions

- Develop understanding of fractions as numbers.

Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects
- Represent and interpret data
- Geometric measurement: understand concepts of area and how it relates to multiplication and addition
- Geometric measurement recognizes perimeter as an attribute of plane figures and distinguishes between linear and area measures.

Number and Operations in Base Ten

- Use place value understanding and properties of operations to perform multi-digit arithmetic

Geometry

- Reason with shapes and their attributes

GRADE 4 OVERVIEW

Operations and Algebraic Thinking

- Use the four operations with whole numbers to solve problems
- Gain familiarity with factors and multiples
- Generate and analyze patterns

Number and Operations in Base Ten

- Generalize place value understanding for multi-digit whole numbers
- Use place value understanding and properties of operations to perform multi-digit arithmetic

Number and Operations-Fractions

- Extend understanding of fraction equivalence and ordering
- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers
- Understand decimal notation for fractions, and compare decimal fractions.

Measurement and Data

- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- Represent and interpret data
- Geometric measurement: understand concepts of angle and measure angles.

Geometry

- Draw and identify lines and angles and classify shapes by properties by their lines and angles

SCIENCE

The Elementary GPPSS Science Curriculum is designed for students to take on the roles of scientists and engineers, figure out disciplinary core ideas, and utilize and apply crosscutting concepts in multiple modalities centered around engaging anchor phenomena. The curriculum is designed to be both interactive and inquiry-based, allowing students to ask questions, explore, and develop their own understanding of scientific concepts. This approach helps students build a strong foundation in science and prepares them for more advanced learning in later grades. One of the main features of science learning is to focus on real-world science. Students learn about science through investigating and solving problems that are relevant to their everyday lives. This helps them see the connections between science and the world around them, making science more meaningful and engaging.

The curriculum is also aligned with the Next Generation Science Standards (NGSS), which are a set of science education standards that outline what students should know and be able to do in science as they progress through each grade level. This comprehensive and engaging science curriculum helps young students develop a love of science and a strong foundation for future learning.

The approved curriculum materials are listed below:

- Grades Y5-4 – Amplify Science

Grade	Amplify Science Units
Y5	Life Science Physical Science Earth Science
K	Needs of Plants and Animals Pushes and Pulls Sunlight and Weather
1	Animal and Plant Defenses Light and Sound Spinning Earth
2	Plant and Animal Relationships Properties of Materials Changing Landforms
3	Balancing Forces Inheritance and Traits Environments and Survival Weather and Climate
4	Energy Conversions Vision and Light Earth's Features Waves, Energy and Information

SOCIAL STUDIES

The Elementary GPPSS Social Studies Curriculum is designed to prepare young people to become responsible citizens. Through the integrated study of the eight strands including history, geography, civics, economics, inquiry, civic involvement, public discourse and decision-making, students will develop social understanding and prepare to make informed decisions as citizens.

The elementary program is based on the expanding environments pattern. Children begin by studying themselves and other individuals. They progress to studying families, schools, neighborhoods, communities, along with the state of Michigan, the United States, and early eras of United States history.

The approved curriculum materials are listed below:

Young Fives/Kindergarten – Myself and Others

Using a familiar context for five and six year old's, kindergartners learn about the social studies disciplines (civics, geography, economics, history, government) through the lens of "Myself and Others." Accordingly, lessons focus on developing rudimentary understanding through an integrated inquiry approach.

Instruction is based on Michigan Grade Level Content Expectations. Teachers have support resources including Michigan Citizenship Collaborative Curriculum (MC3), My World Kindergarten Kit, Houghton Mifflin (2008), and a variety of related trade books, leveled readers, maps, globes, and teacher-created Smart Board activities.

Grade 1 – Families and Schools

In first grade, students continue to explore the social studies disciplines of history, geography, civics and government, and economics through an integrated approach using the context of schools and families. This is the students' first introduction to social institutions as they draw upon knowledge learned in kindergarten to develop a more sophisticated understanding of each discipline.

Instruction is based on Michigan Grade Level Content Expectations. Instructional support resources including Michigan Citizenship Collaborative Curriculum (MC3), a student text, All Together, Scott Foresman (2008) and related trade books, maps, leveled readers, and teacher-created Smart Board activities.

Grade 2 -The Local Community

In second grade, students continue an integrative approach to social studies through the context of the local community. This is the first time students are introduced to a social environment larger than their immediate surroundings. They draw upon knowledge learned in previous grades to further develop a more sophisticated understanding as they explore the social studies disciplines of civics and government, geography, economics and history.

Instruction is based on Michigan Grade Level Content Expectations. Teachers use an inquiry approach to help students develop an understanding of their local community. Instructional support resources include Michigan Citizenship Collaborative Curriculum (MCs), a student text, People and Places, Scott Foresman (2008), a binder of activities, a variety of related trade books, leveled readers, and teacher-created Smart Board activities.

Grade 3 – Michigan Studies

Third grade students explore the social studies disciplines of history, geography, and economics through the context of Michigan Studies. Building on prior social studies knowledge and applying new concepts of each social studies discipline to the increasingly complex social environment of their state, the Michigan Grade Level Content Expectations help prepare students for more sophisticated studies of their country and world in later grades.

Instruction is based on the Michigan Citizenship Collaborative Curriculum (MC3). These activities use an inquiry approach to teach children about the geography, economics, and early history from Native settlement to early industrialization in the 1800's. Teachers use prepared lessons, teacher-created Smart Board lessons, desk maps, and a variety of related trade books and leveled chapter books.

Grade 4 – U.S. Studies

Fourth Grade students focus on using the context of the United States to examine significant social studies concepts within an increasingly complex social environment. Students examine fundamental concepts in geography, civics and government, history, and economics.

Instruction is based on Michigan Grade Level Content Expectations. Teacher resources include Michigan Citizenship Collaborative Curriculum (MC3), a student text, and interactive teacher-created Smart Board lessons. Through integrated hands-on content learning, students view the United States from the perspective of a geographer, economist, political scientist, and historian. Lessons follow the arc of inquiry outlined within the College, Career and Civic Life (C3) Framework.

ART

The Elementary GPPSS Art Curriculum is designed to provide students with a foundation in art education that includes the basic principles and elements of art. This includes developing an understanding of color theory, composition, drawing, painting, sculpture, and other art forms. The curriculum provides opportunities for students to explore their creativity, develop their skills, and express their own ideas and emotions through art. Additionally, our curriculum and instruction helps foster an appreciation for the arts and the cultural significance of art in society.

The full curriculum is described in the Grosse Pointe Public School System Elementary Visual Art Curriculum, 2018 Elementary Art Methods/materials grade level map.

Grade	Drawing	Painting	Ceramics
Y5, K	<ul style="list-style-type: none"> - Use lines, shapes and patterns - Identify and name the basic shapes (circle, rectangle, triangle, square, oval) <ul style="list-style-type: none"> • Draw and apply basic shapes Introduction of a variety of line (straight, zig-zag, broken, curved, wavy, dotted) <ul style="list-style-type: none"> • Create a pattern 	Introduction to painting <ul style="list-style-type: none"> • Use of a brush • Explore tempera and watercolor paint Introduction of the color wheel <ul style="list-style-type: none"> • Identify primary and secondary colors • Mix secondary colors 	Introduction to clay <ul style="list-style-type: none"> • Where clay comes from • Using a tool to create surface decoration Introduction of glaze
Y5, K	<p>Key Concepts: Students will have experience creating both two-dimensional and three-dimensional art</p> <p>Methods/Materials: Including but not limited to Drawing, Painting, Printmaking, Sculpture, Ceramics</p> <p>Artist of study is/ but is not limited to Piet Mondrian with a focus on:</p> <ul style="list-style-type: none"> • Primary colors • Line direction • Movement <p>Culture of study is/ but is not limited to Native American Art with a focus on:</p> <ul style="list-style-type: none"> • Influence of Nature in Native American Art • Native American Symbols • Native American Methods & Materials 		
1	Recognize and use a variety of lines (straight, zig-zag, broken, curved, wavy, dotted) Lines can: <ul style="list-style-type: none"> Make shapes Show movement Make patterns 	Introduce color families: <ul style="list-style-type: none"> warm/cool primary/secondary Review correct use of paintbrush Explore tempera and watercolor paint	Create a form in clay

	Introduction of geometric and organic shapes		
1	<p>Key Concepts: Students will have experience creating both two-dimensional and three-dimensional art</p> <p>Methods/Materials: Including but not limited to Drawing, Painting, Printmaking, Sculpture, Ceramics</p> <p>Artist of study is/but is not limited to Henri Matisse with a focus on:</p> <ul style="list-style-type: none"> • Organic and Geometric Shapes • Fauve Colors (vibrancy) • Painting/Collage <p>Culture of study is/but is not limited to Asian art with a focus on:</p> <ul style="list-style-type: none"> • Influence of Nature in Asian Art • Celebrations and Traditions in Asian Cultures • Legends/Stories of Asian Cultures 		

Grade	Drawing	Painting	Ceramics
2	<p>Line and Movement</p> <p>Line concepts:</p> <ul style="list-style-type: none"> • Connected lines make shapes • Lines define shapes <p>Shape and lines can create patterns</p> <p>Symmetry/mirror image</p>	<p>Create value</p> <p>Introduction of neutrals</p> <p>Experiment with brush strokes:</p> <p>thick/thin</p> <p>dab/dot</p> <p>Expressing movement</p> <p>Experiment with painting techniques</p> <p>Dry brush</p> <p>Double load</p>	<p>Introduce additive methods</p> <p>Method of joining clay to clay (score, slip)</p>
2	<p>Key Concepts: Students will have experience creating both two-dimensional and three-dimensional art</p> <p>Methods/Materials: Including but not limited to Drawing, Painting, Printmaking, Sculpture, Ceramics</p> <p>Artist of study is/but is not limited to Vincent Van Gogh with a focus on:</p> <ul style="list-style-type: none"> • Colors related to emotions • Brushstrokes and texture in painting • Identifying a genre of art <p>Culture of study is/but is not limited to Australian Art with a focus on</p> <ul style="list-style-type: none"> • Papunya dots • Storytelling in Australian art • Animals and ocean life 		
3	<p>Landscape</p> <p>Use of line to suggest textures, pattern and value</p> <ul style="list-style-type: none"> • Foreground, middle ground, background 	<p>Effects of light and color in an artwork</p> <p>Development of painting techniques</p> <ul style="list-style-type: none"> • Techniques may include: dry brush, 	<p>Slab with additive and subtractive methods</p> <p>Finishing technique of clay</p>

	Illusion of depth through: <ul style="list-style-type: none"> • Size • Color • Detail • Placement 	double load, brushstroke Introduction of: Tints and shades Neutrals Cool colors and warm colors Complementary colors	
3	<p>Key Concepts: Students will have experience creating both two-dimensional and three-dimensional art</p> <p>Focus: Landscapes</p> <p>Methods/Materials: Including but not limited to Drawing, Painting, Printmaking, Sculpture, Ceramics</p> <p>Artist of study is/ but is not limited to Claude Monet with a focus on:</p> <ul style="list-style-type: none"> • Impressionism and brushstrokes • Nature in art • Light in relationship to time of day/season <p>Culture of study is/ but is not limited to Central and South American and Mexican Art</p> <ul style="list-style-type: none"> • Patterns and color • Aztecs, Incas, and Mayans • Traditional Mexican folk art 		
4	Human figure Portraits and self portraits Human proportions	Color wheel Analogous colors Monochromatic Intermediate Explore color to create mood/feeling	Choose two or more of the following methods: additive, subtractive, pinch pot, coil, slab, drape, mold
Grade	Drawing	Painting	Ceramics
4	<p>Key Concepts: Students will have experience creating both two-dimensional and three-dimensional art</p> <p>Focus: Human Figure -- portraits, self-portraits and human proportions (head/body)</p> <p>Methods/Materials: Including but not limited to Drawing, Painting, Printmaking, Sculpture, Ceramics</p> <p>Artist of study is/ but is not limited to Pablo Picasso with a focus on:</p> <ul style="list-style-type: none"> • Evolution of style including Cubism • African influence upon work • Points of view <p>Culture of study is/ but is not limited to Traditional African art with a focus on:</p> <ul style="list-style-type: none"> • Geometric patterns • Symbolic use of colors • Functional and meaningful art • Symbols in art 		
	Printmaking	Sculpture	Technology

<p>Y5,K 1 2 3 4</p>	<p><i>Choose a printmaking technique from the suggested list below:</i></p> <ul style="list-style-type: none"> ● Monoprinting ● Collagraph ● Gadget printing ● Relief ● Stamping 	<p><i>Choose a sculpture technique from the suggested list below:</i></p> <ul style="list-style-type: none"> ● Metal ● Wire ● Papers ● Papier-mâché ● Plaster ● Sculpting clay ● Recycled objects ● Fibers 	<p>Students will be exposed to technology in art from the suggested list below:</p> <ul style="list-style-type: none"> ● Digital portfolios (Artsonia) ● Electronic visual presentations ● Smartboard Technology ● Tablets/digital apps ● Digital cameras/camcorders ● Personal devices
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COMPUTER EDUCATION

The Elementary GPPSS Computer Education curriculum is to promote the integration of technology throughout the educational process, using directed, independent, and cooperative activities. The elementary technology curriculum is divided into three strands: cognitive, application, and skills (see table below). All grade levels have access to computers and other technologies in the classroom and media center.

The Michigan Board of Education approved the new Michigan Integrated Technology Competencies for Students ([MITECS](#)) in December 2017. The state revised its 2009 standards based on new national standards from the International Society for Technology Education ([ISTE](#)).

<p>Cognitive Strands Grades K-4:</p> <ul style="list-style-type: none">● Technology Awareness● Integration of Technology● Technology Systems
<p>Application Strands</p> <ul style="list-style-type: none">● Databases, Grades K-4● Desktop Publishing, Grades K-4● Graphics, Grades 1-4● Multimedia, Grades 3 & 4● Word Processing, Grade 4
<p>Skills Strands</p> <ul style="list-style-type: none">● Keyboarding-Initial, Grade 3● Keyboarding Reinforcement, Grade 4● Information Access, Grade 4

LIBRARY MEDIA SKILLS

The Elementary GPPSS Library Media Program is founded on the belief that reading and information literacy skills are essential to successful lifelong learning. The objective of the program is twofold: to nurture thoughtful and enthusiastic readers, and to develop the framework of skills, knowledge, attitudes, and behaviors that supports information literacy – the ability to access, evaluate, and use information from both print and electronic sources efficiently, effectively, and responsibly. The dynamic nature of contemporary information sources and technologies makes it especially important that Library Media students hone strong and flexible critical thinking skills, not merely rote search strategies. The Library Media Program accomplishes its goals through a focus on four target areas:

- **Love of Reading**
- **Information Literacy**
- **Digital Citizenship**
- **Media Technology**

YOUNG FIVES/KINDERGARTEN

Love of Reading

- Selects a book and/or an online resource to share with family
- Identifies the purpose of a library and role of the teacher librarian
- Follows agreed upon rules for discussion
- Participates in shared research project
- With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question

Information Literacy

- Follows process to check out and return books
- Demonstrates respect for and proper care of library materials
- Recognizes library materials are for shared use
- Identifies author, title, illustrator, spine and spine label
- Identifies front/back cover of the book
- Identifies the difference between fiction and nonfiction
- Recognizes common types of text (e.g., storybooks, poems, etc.)
- Recognizes and uses library organization to locate books (by type of resource, by fiction/nonfiction, by subject, by ABC order)
- Recognizes cause and effect in fiction and nonfiction text
- Recounts story sequence
- Identifies author and illustrator and defines the role of each
- Asks and answers questions about key details
- Confirms understanding of a text read-aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood

Digital Citizenship

- States reasons why not to use first and last names when online
- Asks for help when needed
- Understands the three rules to staying safe online: Keep Safe, Keep Away, Keep Telling

Media Technology

- Understands function of a mouse/trackpad when demonstrated and used by teacher librarian
- Understands function of a keyboard when demonstrated and used by teacher librarian
- Recognizes that different icons represent different programs using teacher librarian selected Internet games and activities
- Recognizes and understands how to use hyperlinks
- Discusses appropriate and inappropriate ways to handle hardware and equipment

FIRST GRADE

Love of Reading

- Chooses books according to interest and reading level
- Finds fiction and nonfiction books within the library
- Participates in shared research project
- Participates in collaborative conversations
- With guidance and support from adults, recalls information from experiences or gathers information from provided sources to answer a question

Information Literacy

- Follows process to check out and return books
- Explains proper care of library materials
- Recognizes and uses library organization to locate books (by type of resource, by fiction/nonfiction, by subject, by ABC order)
- Locates title page and understands its contents
- Locates parts of a book including title, author, illustrator and call number
- Understands parts of a book including table of contents, publisher, place of publication and copyright date Identifies and uses nonfiction text features (table of contents, index, glossary, captions, maps, charts/graphs, diagrams and infographics)
- Discriminates between fiction and nonfiction
- Distinguishes between information provided by pictures or other illustrations and information provided by the words in a text
- Practices note-taking skills (key ideas, own words)
- Creates original, detailed sentences to share research findings
- Identifies and uses literary elements of character, setting and plot to discuss fiction texts
- Asks and answers questions about key details
- Identifies main idea/purpose and retells key details
- Demonstrates understanding of characters, setting, and central message or lesson
- Knows and uses various text features
- Compares and contrasts two informational texts on the same topic
- Recounts or describes key ideas or details from a text read-aloud or information presented orally or through other media

Digital Citizenship

- States reasons why not to use first and last names when online
- Asks for help when needed
- Discusses the difference between personal and private information
- Explains the difference between appropriate and inappropriate actions when using the Internet and being online
- Understands the three rules to staying safe online: Keep Safe, Keep Away, Keep Telling

Media Technology

- Understands function of a mouse/trackpad when demonstrated and used by teacher librarian
- Understands function of a keyboard when demonstrated and used by teacher librarian
- Recognizes that different icons represent different programs using teacher librarian selected Internet games and activities
- Recognizes and uses hyperlinks
- Discusses appropriate and inappropriate ways to handle hardware and equipment
- Understands function of basic output devices (headphones, speakers, etc.)
- Understands need to save work in organized fashion before closing applications
- With guidance and support from adults, use a variety of digital tools to produce and publish writing in collaboration with peers

SECOND GRADE

Love of Reading

- Chooses books according to interest and reading level
- Shares reasons for selecting a particular book (Five Finger Rule, topic, author and/or illustrations)
- Finds fiction and nonfiction books within the library
- Participates in shared research project
- Participates in collaborative conversations
- Recalls information from experience or gathers information from provided sources to answer a question

Information Literacy

- Follows process to check out and return books
- Locates publisher, place of publication and copyright date
- Locates a book using the call number
- Recognizes the purpose of the GPPL's online catalog
- Understands that an Internet site address is unique and specific to each website and where it is located on the computer screen
- Uses information gained from the illustrations and words in a print or digital text to demonstrate understanding (fiction and nonfiction)
- Compares and contrasts two or more versions of the same story by different authors or from different cultures.
- Practices note-taking skills
- Shares research in paragraphs constructed with topic and concluding sentences
- Demonstrates understanding of characters, setting or plot
- Describes the structure of a story (beginning, middle, end)
- Asks and answers questions to demonstrate understanding of key details in an informational text or narrative text
- Identifies the main topic of an informational text and the focus of individual paragraphs within the text
- Knows and uses various text features
- Compares and contrasts the most important points presented by two informational texts on the same topic
- Recounts or describes key details or ideas from a read-aloud or information presented orally or through other media

Digital Citizenship

- States reasons why not to use first and last names when online
- Asks for help when needed
- Discusses the difference between personal and private information
- Explains the difference between appropriate and inappropriate actions when using the Internet and being online
- Describes situations/concerning content while online that should be shown to an adult
- Uses technology to explore personal interests
- Explains how technology tools can assist in student learning
- Understands the three rules to staying safe online: Keep Safe, Keep Away, Keep Telling

Media Technology

- Understands function of a mouse/trackpad when demonstrated and used by teacher librarian
- Understands function of a keyboard when demonstrated and used by teacher librarian
- Recognizes that different icons represent different programs using teacher librarian selected Internet games and activities
- Recognizes and uses hyperlinks
- Discusses appropriate and inappropriate ways to handle hardware and equipment
- Understands need to save work in organized fashion before closing applications
- Understands use of basic input and output devices (keyboard, mouse, microphone, speakers, etc.)
- Recognizes when an application or device is not working properly
- Differentiates between hardware, software, and web-based applications
- Uses presentation application and Web 2.0 tools to share information
- With guidance and support from adults, uses a variety of digital tools to produce and publish writing in collaboration with peers

THIRD GRADE

Love of Reading

- Makes connections between reading and personal interests
- Shares information about an author and/or book using various formats
- Identifies a variety of formats for reading (books, eBooks, magazines, non-print, newspapers, etc.)
- Demonstrates respect for library space and materials
- Evaluates grade-appropriate quality children's literature

Information Literacy

- Uses the GPPL's online catalog to locate materials
- Understands the library's organizational system
- Identifies the importance of using search terms
- With prompting and support, conducts Internet searches using educational search engines and databases
- Uses multiple resources to locate information
- Determines the usefulness of a source
- Uses the organizational structure of a book (table of contents, index, chapter headings, etc.) to locate information

Digital Citizenship

- Explains ways identity is protected when contributing information online
- Respects the guidelines for responsible and ethical use of information
- Uses technology to explore and pursue personal interests
- Shows respect for and responds to ideas of others

- Works in teams to produce original works or solve problems
- Explains how technology tools can assist in student learning
- Understands the three rules to staying safe online: Keep Safe, Keep Away, Keep Telling

Media Technology

- Practices responsible use of technology
- Understands how to use various technology tools to retrieve, organize, and present information
- Understands how to use technology tools to capture images.
- Understands the elements of a multimedia presentation.
- Understands process of connecting hardware for multimedia presentation

FOURTH GRADE

Love of Reading

- Makes connections between reading and personal interests
- Shares information about an author and/or book using various formats
- Identifies a variety of formats for reading (books, eBooks, blogs, magazines, non-print, newspapers, websites, etc.)
- Demonstrates respect for library space and materials
- Evaluates grade-appropriate quality literature

Information Literacy

- Uses advanced search features in GPPL's online catalog for intended purposes
- Understands the library's organizational scheme and what main topics are included in each section
- Understands importance of using multiple resources, including print, electronic, and human, to locate information
- Generates questions and practices different ways to locate and evaluate sources that provide needed information
- With guidance, generates a list of keywords for inquiry-based learning
- Uses various note-taking strategies
- Explains the impact of copyright date to the usefulness of information
- Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
- Interprets information presented visually, orally, or quantitatively
- Integrates information from two texts on the same topic
- Introduces a topic clearly and group related information
- Engages effectively in a range of collaborative discussions.
- Draws evidence from literary or informational texts to support analysis, reflection, and research.

Digital Citizenship

- Observes Web safety procedures including safeguarding personal information
- Describes consequences when people do not protect personal information when using social networking tool
- Uses technology responsibly to explore and pursue personal interests
- Understands importance of giving credit to owner of visual media
- Works in teams to produce original works or solve problem
- Identifies ways to find trusted information
- Practices responsible use of technology
- Understands the three rules to staying safe online: Keep Safe, Keep Away, Keep Telling

Media Technology

- Identifies positive value of technology including web 2.0 tools
- Uses technology applications to create documents and visualizations of new learning
- Develops projects that can be shared electronically
- Uses multimedia authoring tools for independent and collaborative publishing activities
- Creates a multimedia presentation by choosing from applications and Web 2.0 tools
- Understands how to use various technology tools to retrieve, organize, and present information
- Understands how to use technology tools to capture images.
- Understands the elements of a multimedia presentation.
- Understands process of connecting hardware for multimedia presentation

MUSIC

The Elementary GPPSS Music Program is designed to foster a love of music within each child. The department is committed to the development of the child as a life-long musician who is empowered to explore and define the important role that music plays in their life.

The General Music Curriculum of the Grosse Pointe Public Schools, designed for all students, Grades K-4, has been locally developed and is taught by music specialists. Learning activities are coordinated to build musical knowledge and skills, to promote the enjoyment of music and to help students explore the role that music plays in historical, cultural, social and emotional aspects of their lives.

It includes singing, the playing of melody and percussion instruments, listening, analyzing and evaluating, reading music, developing musical knowledge and skills, movement, and experiencing the interrelationship of music and other areas of knowledge.

YOUNG FIVES/KINDERGARTEN

Making Music

- Begin to sing in light head voice
- Learn songs from a variety of styles and cultures
- Begin to echo short melodic and rhythmic phrases
- Begin to distinguish between singing and speaking, soft and loud, high and low, upward and downward
- Follow begin and cut off cues
- Play a steady beat
- Begin to use symbols to represent elements of music

Creating Music

- Echo short rhythmic and melodic patterns
- Experience new sounds

Analyzing, Describing, and Evaluating Music

- Identify echo songs and contrasting musical selections
- Move appropriately to music
- Begin to identify instrument sounds
- Move to represent elements of music (long/short, high/low, etc.)

Analyzing and Describing Historical, Social, and Cultural Context of Music

- Identify lullabies and marches
- Experience music from Carnival of the Animals
- Begin to learn appropriate audience and individual performance etiquette

Recognizing Connections Between Music and Other Disciplines

- Identify various uses of music in their lives
- Sing songs that support the kindergarten classroom curriculum

FIRST GRADE

Making Music

- Begin to sing in light head voice
- Learn songs from a variety of styles and cultures
- Begin to echo short melodic and rhythmic phrases
- Begin to distinguish between singing and speaking, soft and loud, high and low, upward and downward

- Follow begin and cut off cues
- Play a steady beat
- Begin to use symbols to represent elements of music

Creating Music

- Echo short rhythmic and melodic patterns
- Experience new sounds

Analyzing, Describing, and Evaluating Music

- Identify echo songs and contrasting musical selections
- Move appropriately to music
- Begin to identify instrument sounds
- Move to represent elements of music (long/short, high/low, etc.)

Analyzing and Describing Historical, Social, and Cultural Contexts of Music

- Identify lullabies and marches
- Experience music from Carnival of the Animals
- Begin to learn appropriate audience and individual performance etiquette

Recognizing Connections Between Music and Other Disciplines

- Identify various uses of music in their lives
- Sing songs that support the kindergarten classroom curriculum

SECOND GRADE

Making Music

- Begin to sing independently in a light head voice
- Play and identify instrument sounds
- Sing dynamic changes as indicated
- Sing more complex melodies
- Play melodic patterns
- Move to show strong/weak beat
- Sing intervals represented by symbols

Creating Music

- Create a simple rhythmic or melodic pattern
- Create a melody using step, skip, and repeat as a pattern

Analyzing, Describing, and Evaluating Music

- Identify verse and refrain
- Define instrument families
- Aurally identify various tone colors, voices, and instrument families
- Respond to music through movement
- Evaluate performances

Analyzing and Describing Historical, Social, and Cultural Contexts of Music

- Identify examples of jazz and classical music
- Find uses of music in daily life
- Continue to practice appropriate performance behavior
- Experience the music of Mozart

Recognizing Connections Between Music and Other Disciplines

- Compare pattern in music to patterns in math and language arts
- Sing songs that support the second-grade classroom curriculum

THIRD GRADE

Making Music

- Use appropriate singing voice, good posture, and diction
- Sing from memory a small repertoire of music
- Demonstrate an understanding of expressive quality
- Sing partner songs and rounds
- Sing and play in groups
- Become aware of chordal patterns
- Read whole, half, quarter, eighth notes, and quarter rests
- Identify the 7 musical pitches in standard notation on a treble staff
- Recognize and understand piano, forte, crescendo, and decrescendo

Creating Music

- Improvise simple rhythmic and melodic accompaniments
- Improvise rhythmic responses
- Work in teams to create a simple vocal melody
- Use a music notation program (on computer)

Analyzing, Describing, and Evaluating Music

- Aurally identify phrase, round/canon
- Aurally identify piano/forte in a musical composition
- Identify specific instruments in string, brass, woodwind, and percussion families
- Respond to music through directed movement (folk dance, choreography)
- Evaluate musical performances
- Express personal preferences using musical terms

Understanding Historical, Social, and Cultural Contexts

- Identify examples of African, Asian, and Western traditions
- Experience the music of J.S. Bach
- Continue to learn appropriate audience and performance etiquette

Connection Between Music and Other Disciplines

- Learn songs and musical concepts that support the third-grade classroom curriculum

FOURTH GRADE

Making Music

- Continue to sing with appropriate vocal technique
- Sing and play independently and in groups with a conductor
- Expand repertoire of songs
- Strengthen expressive singing
- Sing ostinati, partner songs, and rounds
- Perform rhythmic and melodic patterns
- Read whole, half, dotted-half, quarter, and eighth notes and rests
- Use a system to read simple pitch notation in treble clef
- Recognize, understand, and apply the music terms: presto, largo, staccato, mp and mf
- Recognize the meter signatures 2/4, 3/4, and 4/4

Creating Music

- Improvise melodic responses
- Use a music notation computer program

Analyzing, Describing, and Evaluating Music

- Identify the symbols, D.S. and D.C.
- Expand knowledge of instruments to include a variety of non-western instruments
- Respond to music with directed movement such as folk dances or choreography
 - Devise criteria to evaluate music performances
- Express personal preference using appropriate music terminology

Analyzing and Describing Historical, Social, and Cultural Contexts of Music

- Identify various examples of American Music
- Experience the music of Beethoven
- Continue to practice appropriate audience and individual performance behavior

Recognizing Connections Between Music and Other Disciplines

- Learn songs and musical concepts that support the fourth-grade classroom curriculum

PHYSICAL EDUCATION

The Elementary Physical Education Curriculum is a quality physical education program that strives to teach children, regardless of ability, the value of physical activity. The revised 2009 curriculum continues on this important mission while incorporating updated fitness activities and lessons that emphasize the connection between physical well-being and their ability to learn in the classroom.

This is accomplished through focus on the following four content areas:

- **Motor Skills & Movement Patterns** - Strengthening the body through movement is the foundation of the physical education curriculum. Targeted areas include: Locomotor skills, object control skills, body control movement, rhythmic skills, and health enhancing lifelong physical activities.
- **Fitness & Physical Activity** - Aerobic endurance, muscular strength, flexibility and balance. Recognizing and understanding the benefits of a strong and healthy body with an appreciation for a lifetime of activity.
- **Content Knowledge** - Awareness of self-space. Applying prior knowledge. Value of safety and rules. Understanding the importance of staying active.
- **Personal & Social Behaviors & Values** - Responsible and appropriate behavior that respects self and others in physical activity settings. An appreciation of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

As part of the 2019 revision process, the Elementary Physical Education Department units and lessons are aligned with the National Standards from SHAPE (Society of Health and Physical Educators) as well as Adaptive Physical Education Standards.

The Grosse Pointe Elementary Physical Education program encourages students to think about physical activity as a source of enjoyable and rewarding experiences both during their school years and throughout their life. The curriculum and activities are specifically designed to instill within students a desire to be active for life.

ELEMENTARY PROGRAMS

Additional Elementary Programming information is available below:

- The Leader In Me
- Young Fives/Kindergarten
- Evaluation
- English Learners
- Literacy Coaches
- Differentiation
- Cluster Grouping
- Gifted and Talented (Magnet)
- Special Education

THE LEADER IN ME

GPPSS offers the *The Leader In Me* program, through the financial generosity of the Grosse Pointe Foundation for Public Education (GPFPE), to all of our elementary schools. *The Leader In Me* is a whole school transformational model that develops and strengthens teamwork, leadership, responsibility, accountability, adaptability, creativity, problem solving and cross-cultural skills. *The Leader In Me* provides learning opportunities that allow students to acquire the attitudes, values, knowledge and skills that prepare them to be contributing members of society in the real world.

Through *The Leader in Me* program, students will learn and apply the 7 Habits of Highly Effective People, which include being proactive, beginning with the end in mind, putting first things first, thinking win-win, seeking first to understand then to be understood, synergizing, and sharpening the saw. These habits will help students develop greater self-awareness, build positive relationships, set and achieve goals, communicate effectively, and become more effective leaders in their personal and academic lives.

We encourage you to learn more about the *The Leader in Me* program and to support your child's participation in this exciting initiative. If you have any questions, please reach out to your building principal.

YOUNG FIVES/KINDERGARTEN PROGRAM

The Grosse Pointe Public School System Young Fives and Kindergarten program provides a welcoming atmosphere and plays an essential role in introducing young learners to the world of school. Our teachers are committed to offering suitable and engaging experiences and activities that enable every child to learn and develop, while fostering a positive and healthy approach to education.

Young Fives/Kindergarten activities are designed to:

- Build social, emotional, and academic self-confidence
- Increase new ideas and an interest in books and learning
- Develop literacy skills through targeted instruction in letter knowledge, phonics, high-frequency words, reading, and writing.
- Develop math skills such as counting, recognizing and formation of numbers, patterns, shapes, classification, and performing simple addition and subtraction problems.
- Use the inquiry-based approach to learn about self and others through social studies disciplines
- Collaborate as scientists to learn about life, physical, and earth science in Young Fives, and plants and animals, pushes and pulls, and sunlight and weather in Kindergarten
- Improve coordination skills through physical education and recess
- Develop a love of reading and technology skills through library and classroom activities
- Explore creative skills and fine and gross motor skills through art, music, and play

Your Young Fives/Kindergartener will learn to:

- express thoughts and ideas through listening, speaking and writing
- work independently, in small groups, and with others in the whole class.
- interact with other children, take turns, share, and resolve conflicts
- discover and enhance creative abilities and interests

We will provide your child with a foundation of skills and knowledge that they can build upon as they progress through their educational career in GPPSS. We look forward to a partnership with you as your child embarks on their educational journey!

To review what was shared at our January 12, 2023 parent/guardian information night, [**CLICK HERE FOR MORE RESOURCES.**](#)

[**CLICK HERE**](#) to watch a video about our Kindergarten and Young Fives programs.

Young Fives must register by **April 10** to be guaranteed a spot in the Young Five program. Locations are subject to change based on enrollment interest and space availability.

Kindergarten students must register by **May 1** to guarantee placement at your neighborhood school.

EVALUATION PROGRAM

The Grosse Pointe Public School System uses formative, summative, and benchmark assessments to evaluate student progress and inform instructional decision-making.

Formative assessments are designed to provide ongoing feedback during the learning process. They help teachers identify areas where students may be struggling and adjust their teaching accordingly. Formative assessments can take many forms, such as class discussions, quizzes, assignments, exit tickets, and conferencing.

Summative assessments are designed to evaluate a student's overall understanding of a subject or topic at the end of a unit or course. These assessments are often used to determine whether a student has mastered a specific set of skills or knowledge. Examples of summative assessments include end of unit exams, standardized tests, and projects.

Benchmark assessments are typically given at specific points throughout the school year to track student progress and measure how well students are meeting grade-level expectations. These assessments provide a snapshot of a student's progress and can be used to identify areas where additional support may be needed. Benchmark assessments can take many forms, such as standardized tests or district-created assessments.

Another use of benchmark assessments is in evaluating the effectiveness of teaching methods and curriculum. By comparing the performance of students on benchmark assessments over time, educators can assess whether changes in teaching strategies or materials are having a positive impact on student learning.

The chart below illustrates the various assessment measures used in grades K-4:

Student Assessment	Testing Window
<p>Grade K-4 NWEA - Northwest Evaluation Association</p> <ul style="list-style-type: none"> Benchmark Assessment required by Michigan 	<p>Fall (September-October) Winter (January-February) Spring (April-May)</p> <p>Under the law: the benchmark assessment(s) must be administered within the first 9 weeks of school and again before the end of the school year</p>
<p>Grade K-4 Grosse Pointe Writing Assessment (GPWA)</p>	<p>Practice (January) Final Assessment (May)</p>
<p>Grade Y-4 (EL Students) WIDA - World Class Instructional Design & Assessment</p> <ul style="list-style-type: none"> Summative assessment for identified English Learners (EL) required by Michigan 	<p>Annual assessment (February-March)</p>
<p>Grade 3-4</p>	<p>English Language Arts (ELA)</p>

<p>M-Step - Michigan Student Test of Educational Progress</p> <ul style="list-style-type: none"> • Mandatory Assessment required by Michigan 	<ul style="list-style-type: none"> • April-May • 4-week window <p>Mathematics</p> <ul style="list-style-type: none"> • April-May • 6-week window
<p>Grade 3-4 MI-Access Alternate Assessment</p> <ul style="list-style-type: none"> • Federal requirement that all students with disabilities be assessed at the state level 	<p>ELA and Math</p> <ul style="list-style-type: none"> • April-May
<p>Young Fives/Kindergarten Benchmark Assessment (Sight Words, Letter Sounds, Letter ID)</p>	<p>Fall (September-October) Winter (January-March) Spring (April-June)</p>
<p>Grade Y5-4 F&P (Fountas & Pinnell) Assessment</p>	<p>September - October</p> <ul style="list-style-type: none"> • Grades 1-3 All students - alternate fiction and nonfiction texts <p>September - October</p> <ul style="list-style-type: none"> • Grade 4 All students - alternate fiction and nonfiction texts <p>January-March</p> <ul style="list-style-type: none"> • Grades 1-4 As needed • K - alternate fiction and nonfiction texts <p>April - June 2</p> <ul style="list-style-type: none"> • GradesY5-4 All students - alternate fiction and nonfiction texts
<p>Grade 4 Fifth Grade Math Placement</p>	<p>May 4th Grade Math Assessment Letter send April 21, 2023</p> <ul style="list-style-type: none"> • End of year grade level assessment • End of year 5th grade assessment
<p>Grade Y5-4 Reporting grades/progress/goals</p> <p>1/26/23 Report Card Letter - update GPPSS Elementary Report Card Parent Guide</p>	<p>October/March</p> <ul style="list-style-type: none"> • Conferences <p>January 31, 2023 and June 26, 2023</p> <ul style="list-style-type: none"> • Standards-Based Report Card

[State Superintendent Letter Regarding Spring 2023 State Assessments](#)

ENGLISH LEARNERS

The GPPSS English Learners (EL) program is a specialized educational program designed to help newly arrived non-native speakers of English learn the language and succeed academically in English-speaking schools.

The GPPSS program provides instruction in English language development, academic vocabulary, grammar, and comprehension. Support provided to families includes counseling, tutoring, and cultural orientation.

The goal of the EL program is to help students become proficient in English so they can participate fully in all academic activities, communicate effectively with teachers and classmates, and be successful contributors in school and the community.

GPPSS provides an intake assessment to determine each student's language proficiency and progress, individualized instruction, and support integration into regular classes. The ultimate aim of our program is to help students develop the language skills and achieve the English proficiency necessary for independent success in the regular classrooms as quickly as possible.

LITERACY COACHES

The GPPSS Literacy Coaches work in an 80/20 model: 80 percent of their time is spent providing reading instruction and interventions to eligible students and 20 percent of their time is spent supporting teachers and families.

The Literacy Coaches partner with teachers and families to provide support in developing foundational literacy skills. They work with teachers to develop and implement literacy instruction strategies, co-plan and model lessons, analyze data, and provide feedback and logistical support. Coaches provide professional development opportunities for teachers to enhance their literacy instruction skills. They develop partnerships with parents and families to promote literacy skills outside of school. The general education literacy coach is an important member of the education team, working to support the development of literacy skills in students and to improve overall academic performance.

The majority of a Literacy Coach's time is spent supporting students who are struggling with reading and writing by providing individual or small group instruction. At this level, students receive individualized, intensive interventions that target the students' gaps in knowledge for the remediation of existing learning concerns and the prevention of future learning concerns. Student supports consist of a balanced literacy approach focusing on phonemic awareness, phonological awareness, phonics, syllabication, fluency, comprehension, vocabulary, and writing. Literacy Coaches meet with eligible students 3-5 days per week to provide targeted intervention and monitor progress.

Curriculum resources include:

- Reading Club Resources
- LLI (Leveled Literacy Intervention)
- Orton-Gillingham
- Guided Reading Assessment Resources
 - Sight Word
 - Word Knowledge Inventory
 - Running Records

If you are looking for ways to support your reader, you have come to the right place! The [Literacy Coach Team](#) supports every family in their educational journey. If you have specific questions regarding literacy development, reading or writing, please feel free to reach out to your building's Literacy Coach.

DIFFERENTIATION

GPPSS is committed to providing our students with a high-quality education that meets their individual needs. Differentiated instruction is a key part of our philosophy, and we believe it is essential to maximizing each student's learning potential. Differentiation is just one of many teaching practices used in our district. It can be subtle or very visible; that often depends on the needs of the individual learners and the goals for the group. All students experience some degree of differentiation in their classroom. It is not an accelerated program or a remediation of material – it is a constantly changing blend of the two based on the professionalism of the educator and the individual needs of the student.

CLUSTER GROUPING

Grosse Pointe Schools offers cluster grouping for capable learners in the math and language arts workshop model. This provides opportunities for students to receive differentiated instruction and enrichment activities that align with their strengths and needs, without being removed from the heterogeneous classroom setting. This approach is not about increasing the amount of student work produced, but rather providing students with deeper, richer learning experiences.

In the past, students were identified for cluster grouping opportunities through parent and/or teacher nominations. The current identification model of cluster students is determined within buildings based on a combination of reviewing a triangulation of performance data coupled with input from parents, teachers, and administrators.

Cluster grouping is a flexible process that is regularly reviewed and updated by classroom teachers throughout the school year. Teachers frequently assess students using formative and summative assessments, allowing students to move into appropriate instructional groups according to their needs. This approach promotes maximum learning and allows students to move in and out of instructional groups based on the skills needed for mastery and enrichment.

MAGNET PROGRAM

GPPSS offers a magnet program for 3rd and 4th graders that exhibit the ability for accelerated learning. Recommendation for the magnet program is based on several factors: district-wide NWEA testing results in both Math and ELA, Fountas and Pinnell Reading level, current classroom teacher recommendation in ELA, Math, and gifted traits, student Grosse Pointe Writing Assessment sample, and parental input. Criteria for Magnet placement includes but is not limited to the following:

- Ability to work approximately one grade level ahead
- Consistently performing above 90th percentile in Math and Reading NWEA
- Fountas and Pinnell level approximately one grade or more ahead with independent levels of comprehension at 98% or better in accuracy
 - Level Q or better for 2nd grade being nominated
 - Level S or better for 3rd grade being nominated
- Grosse Pointe Writing scores above grade level expectations

The magnet classrooms are currently housed at Defer, Ferry, Monteith and Richard Elementary. Please visit our website for more information on the [GPPSS Magnet Program](#).

SPECIAL EDUCATION

A broad continuum of programs and services is available for students in the Grosse Pointe Public School System. Currently, over 950 students benefit from these special programs and services. The program and services are designed to meet the individual needs of eligible students who qualify under the Michigan Administrative Rules for Special Education (MARSE), from the ages of 0 to 26. We are committed to providing each qualifying student with a Free and Appropriate Public Education (FAPE).

Emphasis is placed on educating all students in their neighborhood schools to the maximum extent appropriate, in the Least Restrictive Environment (LRE). However, all decisions about programs and services for students must be based on each student's individual needs and must be made by an Individualized Educational Planning Team, including the parent/guardian.

Least Restrictive Environment Continuum

- General Education
- General Education with Support Service
- Teacher Consultant Service
- Resource Program
- Categorical Program
- Day Treatment/Separate Facilities

Areas of Eligibility	Service May Include
Cognitive Impairment Emotional Impairment Deaf or Hard of Hearing Visual Impairment Physical Impairment Other Health Impairment Speech and Language Impairment Early Childhood Developmental Delay Specific Learning Disability Severe Multiple Impairment Autism Spectrum Disorder Traumatic Brain Injury Deaf - Blindness	Teacher Consultant Speech & Language Audiology Occupational Therapy Orientation and Mobility Physical Therapy Psychological School Social Work

For more information on Grosse Pointe School System Student Services, contact the Student Services Department at (313) 432-3856.

For more information on Wayne County Services, contact WRESA @ www.resa.net.