



**LAKELAND BOARD OF EDUCATION
BUSINESS MEETING AGENDA
Monday, May 11, 2026, 5:45 PM
Lakeland City Hall / Board Room
10001 Highway 70
Lakeland, TN 38002**

- I. **CALL TO ORDER / MOMENT OF SILENCE / PLEDGE TO FLAG**
- II. **ROLL CALL**
- III. **CHAIR'S WELCOME**
- IV. **PUBLIC COMMENT (Limited to two (2) minutes per speaker.)**
- V. **REPORTS**
 - 1. Superintendent's Report
 - Recognitions:
 - 25-26 Tenured Teachers
 - 25-26 Retirees
 - Class of 2026 Academic Distinction Honorees
 - 2. Monthly Financial Summary
 - March 2026
 - 3. Legislative Liaison Update
- VI. **APPROVAL OF AGENDA**
- VII. **CONSENT AGENDA**
 - 1. Approval of Meeting Minutes: Buisness Meeting - April 13, 2026
 - 2. Approval of Amendment for the One-Year Extension of the Durham Contract.
 - 3. Approval of FY 25-26 Budget Amendments (05/26)
 - 4. Approval of the 26-27 Protected Reading Lists
 - LES
 - LPS
 - 5. Approval of ELA Supplemental Materials
 - 6. Approval of 26-27 Textbook Fines
 - 7. 26-27 Agreement to Administer the School Nutrition Programs
 - 8. Approval of Amendment to Policy 1.804 - Alcohol & Drugs in the Workplace
 - 9. Approval of Amendment to Policy 2.400 - Revenues
 - 10. Approval of Amendment to Policy 5.114 - Personnel Records
 - 11. Approval of Amendment to Policy 5.1151 - Telework
 - 12. Approval of Amendment to Policy 5.200 - Separation Practices for Tenured Teachers
 - 13. Approval of Amendment to Policy 5.201 - Separation Practices for Non-Tenured Teachers
 - 14. Approval of Amendment to Policy 5.202 - Separation Practices for Non-Certified Employees
 - 15. Approval of Amendment to Policy 5.302 - Sick Leave
 - 16. Approval of Amendment to Policy 5.400 - Personnel Health Examinations / Communicable Diseases
 - 17. Approval of Amendment to Policy 5.403 - Drug & Alcohol Testing for Employees
 - 18. Approval of Amendment to Policy 5.606 - Political Activities
 - 19. Approval of Amendment to Policy 5.608 - Tutoring for Pay
 - 20. Approval of Amendment to Policy 5.800 - Superintendent
- VIII. **DISCUSSION / ACTION**
 - 1. Approval of 26-27 School Board Calendar
 - 2. Approval of Amendment to the 25-26 School Board Calendar
 - 3. Review Policy Manual: Section 6 (Second Half)

IX. ANNOUNCEMENTS

X. ADJOURNMENT

LAKELAND SCHOOL SYSTEM
Expense Summary Fiscal Year 2026
Period Ending March 31, 2026

PROGRAM	2025-26 Original Budget	2025-26 Revised Budget	2025-26 FYTD Activity	Monthly Activity	Encumbered Amount	Balance	% EXPENDED
Regular Instruction Program	16,673,665	18,089,117	12,818,042	1,325,735	39,705	5,231,371	71%
Special Education Program	2,966,891	3,079,323	1,963,247	228,481	0	1,116,076	64%
Vocational Education	175,028	348,112	123,602	16,358	73,566	150,944	57%
Health Services	527,220	533,027	353,217	39,667	0	179,810	66%
Other Student Support	1,213,670	1,213,670	887,784	95,453	0	325,887	73%
Regular Instruction Program Support	988,637	988,637	743,577	76,971	3,963	241,096	76%
Special Education Program Support	556,193	556,193	409,398	56,641	0	146,795	74%
Vocational Education Prog (ISM)	0	10,000	3,140	0	0	6,860	31%
Technology	810,392	790,392	604,493	53,991	19,017	166,882	79%
Board of Education	795,558	795,558	693,105	31,459	4,500	97,953	88%
Office of the Superintendent	433,865	433,865	297,069	28,799	287	136,509	69%
Office of the Principal	2,064,031	2,208,545	1,535,723	158,096	0	672,822	70%
Fiscal Services	502,141	502,141	384,315	66,189	1,388	116,438	77%
Human Services/Personnel	391,895	391,895	288,600	27,887	0	103,295	74%
Operation of Plant	1,724,398	1,860,173	1,324,515	147,949	1,323	534,335	71%
Maintenance of Plant	783,435	859,597	588,203	52,482	23,498	247,896	71%
Transportation	1,270,000	1,325,181	735,432	96,707	0	589,748	55%
Transfers to Other Funds	0	1,195	1,195	0	0	0	100%
General Purpose Fund Subtotal	32,851,232	34,012,409	23,755,970	2,502,866	167,246	10,089,194	70%
Federal Projects Regular Instruction	189,482	174,897	112,353	-21,760	0	62,543	64%
Federal Projects Special Education	271,649	284,404	187,665	19,894	550	96,189	66%
Federal Programs Innovative Schools	235,117	61,460	61,460	0	0	0	100%
Federal Projects Other Student Support	61,559	67,558	42,463	2,311	0	25,095	63%
Federal Projects Regular Instruction	50,902	50,013	17,246	3,216	0	32,767	34%
Federal Projects Special Education Support	211,522	223,826	103,298	-8,849	827	119,701	47%
Federal Projects Vocational	8,072	4,562	2,233	378	0	2,328	49%
Federal Programs Early Childhood Grant	0	2,000	2,000	0	0	0	100%
Food Service	1,055,000	1,376,264	783,969	91,796	25,507	566,787	59%
Before/After School Program	280,000	320,000	253,438	31,702	0	66,562	79%
Education Capital Projects	1,067,927	1,524,792	892,841	326,752	137,000	494,951	68%
GRAND TOTAL:	36,415,483	38,102,185	26,214,937	2,948,305	331,131	11,556,118	70%



LAKELAND BOARD OF EDUCATION

BUSINESS MEETING MINUTES

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I. CALL TO ORDER / MOMENT OF SILENCE / PLEDGE TO FLAG

With a quorum present, the meeting was called to order on Monday, April 13, 2026, at 5:45 PM, by Chair Laura Harrison. Laura Harrison led a moment of silence and led the Pledge to the Flag.

II. ROLL CALL

Attendance Taken at 5:45 PM.

Deborah Thomas:	Absent
Keith Acton:	Present
Michelle Childs:	Present
Laura Harrison (Chair):	Present
Jeremy Burnett (Vice-Chair):	Present

III. CHAIR'S WELCOME

IV. PUBLIC COMMENT (Limited to two (2) minutes per speaker.)

No comments.

V. REPORTS

1. Superintendent's Report

Superintendent Horrell recognized the following students:

- HOSA - ZoeAnn Coleman
- TMEA All State Orchestra - Brooklyn Norris and instructor Robyn Greene
- TMEA All State Choir - Naima Harper-Bey, Cora Coleman, Jacob Mans, and instructor Tate Hansen
- TMEA All State Band - Joshua Mans, Adam Atkinson, Rachel Forbes, Charlotte Smith, Talat Khmous, and instructors Micaiah Radcliffe and Jocelyn Hembruch

Superintendent Horrell introduced the newly announced Chief of Human Resources, Sarah Keith



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Without objection, Discussion / Action item **Audit Presentation** was taken out of order and the floor was yielded to Clark Province, CPA, Watkins Uiberall. Mr. Province presented an overview of the 2024-25 audit.

The following recognitions were given at the Work Session:

- TN Middle VEX IQ Robotics State Championship - Andrew Graves, Jayson Vijay, Kye Richards, Aiden Johnson, Anik Karmakar, Brock Cramsey, Liam Reynolds, Hayden Draude, Avery Oseni, Evan Chen, Noah Allen, Jane Bassett-Lucas, Kelya Mbassi, Destiny Strickland, Madison Hall, Johanna Bookas, and Coach Quanta Hess
- TISCA Swimming State Championship - Liam Sheridan and Coaches Sabine Fayad and Kathryn Booth
- TSSAA Div I Wrestling State Championship - William Martinez and Coaches Thomas Hanna and Tobias Boyle
- SCOPE attendees - Elaina Wright, Kylie Davis, Tammy Le, and Claire Kiesel

2. Monthly Financial Summary

- **February 2026**

Chief of Finance, Tristan Gately-Sweatt presented

3. Legislative Liaison Update

Legislative Representative Childs presented an update to the board which included information regarding education bills currently under consideration by the legislature. The subject of these bills included:

- Open enrollment mandate for out of district students - failed
- Districts with bus service must be provided service to students at least 1.5 miles from the school (does not affect LSS)
- Reduction of testing (pilot bill)
- Allow students that attend private schools with < 200 students to try out for athletics at their zoned public school
- Waiver of an educator's license without a BA if they taught at a private school for 10 years
- ESA voucher schools (3 districts) removal of TCAP testing requirement and expand to next two largest counties and remove the requirement that it has to be a low performing school



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- Pre-school special education - no movement
- Proposing that state employees as well as teachers eligible for 25% discount on college tuition
- Freedom Scholarship - potential addition of thirty-five thousand or forty thousand total scholarships

Questions from board members were taken and responses given accordingly.

VI. APPROVAL OF AGENDA

Laura Harrison (Chair) motioned to move this item to the floor, seconded by Jeremy Burnett (Vice Chair)

Laura Harrison (Chair) motioned to amend the agenda and add **Approval of Amendment to the 25-26 Board Meeting Calendar** to Discussion / Action, seconded by Jeremy Burnett (Vice Chair). **Approved without objection.**

Acton: Aye

Burnett (Vice-Chair): Aye

Childs: Aye

Harrison (Chair): Aye

Superintendent Horrell requested to remove Discussion / Action item **Discussion on Participation of Homeschool Students in Lakeland Preparatory School Athletic Programs.**

Laura Harrison (Chair) motioned to amend and remove the item, seconded by Jeremy Burnett (Vice Chair). **Approved without objection.**

Acton: Aye

Burnett (Vice-Chair): Aye

Childs: Aye

Harrison (Chair): Aye

When the question was called, the agenda was approved as amended.

Acton: Aye

Burnett (Vice-Chair): Aye



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Childs: Aye

Harrison (Chair): Aye

VII. CONSENT AGENDA

- 1. Approval of Meeting Minutes: Special Called Meeting - March 2, 2026**
- 2. Approval of Tenure Recommendations**
- 3. Approval of FY 25-26 Budget Amendments (04/26)**
- 4. Approval of Update to FY 25-26 School Fees List**
- 5. Approval of 2026 Spring Technology Discard List**

Laura Harrison (Chair) motioned to approve the items on the Consent Agenda as presented, seconded by Jeremy Burnett (Vice Chair). **Motion carried.**

Acton: Aye

Burnett (Vice-Chair): Aye

Childs: Aye

Harrison (Chair): Aye

VIII. DISCUSSION / ACTION

1. Audit Presentation

This item was taken out of order and presented during the Superintendent's Report, however it was noted that it has been customary for the Board to accept the audit. Laura Harrison (Chair) motioned to accept the audit as presented, seconded by Jeremy Burnett (Vice Chair). **Motion carried.**

Acton: Aye

Burnett (Vice-Chair): Aye

Childs: Aye

Harrison (Chair): Aye



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2. Nomination of Volunteer of the Year

Laura Harrison (Chair) moved to bring the Volunteer of the Year to the floor for nominations, seconded by Jeremy Burnett (Vice Chair).

Superintendent Horrell presented Pamela Buder as the 2026 LSS Volunteer of the Year nomination.

When the question was called, Pamela Buder was confirmed as the 2026 LSS Volunteer of the Year. **Motion carried.**

Acton: Aye

Burnett (Vice-Chair): Aye

Childs: Aye

Harrison (Chair): Aye

3. Discussion on Program/SSO Sponsorship Parameters

Laura Harrison (Chair) motioned to move this item to the floor, seconded by Jeremy Burnett (Vice Chair).

Mr. Acton requested clarification, guidance, and a standard policy regarding sponsorship/fundraising with SSOs.

Laura Harrison (Chair) proposed that Superintendent Horrell and Mr. Acton work together to come up with updated language.

Without objection, Laura Harrison (Chair) requested to table the Discussion/Action on Program/SSO Sponsorship Parameters to the May meeting.

4. Approval of 26-27 Textbook Adoption Committee Recommendations

Laura Harrison (Chair) motioned to bring this item to the floor, seconded by Jeremy Burnett (Vice Chair).

Deputy Superintendent Angie Dellosa gave a brief explanation of the Committee's recommendations.

When the question was called, the 26-27 Textbook Adoption Committee Recommendations was approved as presented.

Acton: Aye



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Burnett (Vice-Chair): Aye

Childs: Aye

Harrison (Chair): Aye

5. Review of Superintendent's Evaluation Process

Laura Harrison (Chair) motioned to bring this item to the floor, seconded by Jeremy Burnett (Vice Chair).

The evaluation instrument was revised last year and Superintendent Horrell recommended continuing to use the existing instrument.

When the question was called, the Superintendent Evaluation Process was approved. **Motion carried.**

Acton: Aye

Burnett (Vice-Chair): Aye

Childs: Aye

Harrison (Chair): Aye

6. Review Policy Manual: Section 6 (First Half)

No recommendations.

7. Approval of Amendment to the 25-26 Board Meeting Calendar

Laura Harrison (Chair) motioned to amend the 25-26 Board Meeting Calendar and **cancel the May 4, 2026 Work Session**, seconded by Kieth Acton. **Motion carried.**

Acton: Aye

Burnett (Vice-Chair): Aye

Childs: Aye

Harrison (Chair): Aye



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IX. ANNOUNCEMENTS

LPS Soccer is partnering with The City of Lakeland Parks and Rec for a Soccer Night on Thursday, April 16, 2026.
 Inaugural graduation ceremony, May 5, 2026 at 6:00pm at Bellevue Baptist Church.

X. ADJOURNMENT

There being no other business on which to take action, Jeremy Burnett (Vice Chair) moved to adjourn the meeting, seconded by Laura Harrison (Chair). **Motion carried.**

- Acton: Aye
- Burnett (Vice-Chair): Aye
- Childs: Aye
- Harrison (Chair): Aye

The meeting was adjourned at 6:27 PM on Monday, April 13, 2026.
These minutes were approved on Monday, May 11, 2026.

Laura Harrison, Chair

ATTEST:

Dr. Ted Horrell, Superintendent Summer Smith, Board Secretary

AMENDMENT NUMBER ONE

THIS AMENDMENT ONE ("AGREEMENT"), made and entered into as of the 8th day of April, 2026, by and between ARLINGTON COMMUNITY SCHOOLS BOARD OF EDUCATION, with principal offices at 12060 Arlington Trail, Arlington, Tennessee 38002, BARTLETT CITY SCHOOLS BOARD OF EDUCATION, with principal offices at 5705 Stage Road, Bartlett, Tennessee 38134, COLLIERVILLE SCHOOLS BOARD OF EDUCATION, with principal offices at 145 W. Poplar Ave., Collierville, Tennessee, 38017, GERMANTOWN MUNICIPAL SCHOOL DISTRICT BOARD OF EDUCATION, with principal offices at 3350 South Forest Hill Irene Road, Germantown, Tennessee 38138, and LAKELAND SCHOOL SYSTEM BOARD OF EDUCATION, with principal offices at 10001 Highway 70, Lakeland, Tennessee 38002, hereinafter collectively referred to as "CONSORTIUM," or individually as "DISTRICT" on the one hand, and DURHAM SCHOOL SERVICES L.P., with administrative offices at 27755 Diehl Rd., Warrenton, IL 60532, hereinafter called "CONTRACTOR."

1. Pursuant to Article 1 of the Pupil Transportation Services Agreement dated March 9th, 2023, the parties hereby agree to exercise the first of two available renewal terms, extending the term from July 1, 2026, through June 30, 2027.
2. The transportation rates are defined in the attached Schedule A.
3. All other terms and conditions of the Agreement remain unchanged and in full force and effect.


IN WITNESS WHEREOF, the parties hereto have executed this Amendment as of the date written below.

DURHAM SCHOOL SERVICES, L.P.

Name: Sara Lissick

Title: Chief Financial Officer

Date: 4-10-26

Signature: 

[SIGNATURES CONTINUED ON NEXT PAGE]

COLLIERVILLE SCHOOLS MUNICIPAL SCHOOL DISTRICT

Name: _____

Title: _____ Date: _____

Signature: _____

ARLINGTON COMMUNITY SCHOOLS BOARD OF EDUCATION

Name: _____

Title: _____ Date: _____

Signature: _____

BARLETT CITY SCHOOLS BOARD OF EDUCATION

Name: _____

Title: _____ Date: _____

Signature: _____

GERMANTOWN MUNICIPAL SCHOOL DISTRICT BOARD OF EDUCATION

Name: _____

Title: _____ Date: _____

Signature: _____

LAKELAND SCHOOL SYSTEM BOARD OF EDUCATION

Name: _____

Title: _____ Date: _____

Signature: _____

SCHEDULE A

**Alternate 2 Proposal
12 Year Max Fleet - Type D & Type C Buses on Gen Ed Routes**

**Purchasing Department
Collierville Schools
Administration Offices
145 West Poplar Avenue
Collierville, Tennessee 38017**

STUDENT TRANSPORTATION SERVICES PRICING SHEET

Name / Contractor: Durham School Services, L.P.

Rates			2023-2024	2024-2025	2025-2026	2026-2027
Vehicle Type	Number of Vehicles	Number of Days Per Year	Cost Per Bus Per Day	Cost Per Bus Per Day	Cost Per Bus Per Day	Cost Per Bus Per Day ***
Regular Transportation						
78 Passenger Type D (Double Route)	45	175	\$360.70	\$375.13	\$390.14	\$405.75
78 Passenger Type D (Triple Route)	69	175	\$422.95	\$439.87	\$457.46	\$475.76
No Child left behind	0	175	N/A	N/A	N/A	N/A
Special Education Transportation						
19 Pass. (W/C units) - Double Routes	9	175	\$382.09	\$397.37	\$413.26	\$429.79
19 Pass. (W/Cr units) - Triple Routes	16	175	\$413.91	\$430.47	\$447.69	\$465.60
Bus Assistants - Double Routes *	9	175	\$138.63	\$144.18	\$149.95	\$155.95
Bus Assistants - Triple Routes **	16	175	\$176.44	\$183.50	\$190.84	\$198.47
Misc. Transportation Programs						
Summer School	15	18	\$382.09	\$397.37	\$413.26	\$429.79
Summer School - Bus Assistants	15	18	\$138.63	\$144.18	\$149.95	\$155.95
Saturday School	0	0	N/A	N/A	N/A	N/A

* Hours in excess of 5.5 hours per monitors per day will be billed at \$25.21 per hour and will increase by 4.0% annually.
 ** Hours in excess of 7.0 hours per monitors per day will be billed at \$25.21 per hour and will increase by 4.0% annually.
 *** 26/27 SY rates will be negotiated, we have assumed a 4.0% rate increase in the pricing above.

Sports/Activity Trips	***Cost Per Hour	\$49.75
	***Minimum Per Trip	\$99.50
Mid-Day Shuttle	***Cost per hour (1 Hr Min)	\$49.75
Grand Total (Excludes Trips & Mid-Day)		\$10,561,342.15

*** Rates will increase by 4.0% annually.

State your cost per \$1,000.00 for Performance, Materials and Labor Bond, if required \$

5.40

LSS Proposed Budget Amendment

Fund 142 - IDEA Preschool

Account Number Fnd T Acct Obj Prj Loc Prg	Account Level Description	FY 25-26 Revised Budget	FY 25-26 FY Activity	FY 25-26 Encumbered	FY 25-26 Available Funds	Proposed Budget Amendment	Difference
Expenditures:							
142 E 72220 524 000 00116 910	Inservice/Staff Development	\$ 1,558.00	\$ 186.20	\$ 300.00	\$ 1,071.80	\$ 5,290.71	\$ 3,732.71
142 E 71200 725 000 00116 910	SpEd Equipment	\$ 3,932.71	\$ -	\$ -	\$ 3,932.71	\$ 200.00	\$ (3,732.71)
Expenditures Difference:							\$ -

LSS Proposed Budget Amendment

Fund 141 - General Purpose School Fund

Account Number Fnd T Acct Obj Prj Loc Prg	Account Level Description	FY 25-26 Revised Budget	FY 25-26 FY Activity	FY 25-26 Encumbered	FY 25-26 Available Funds	Proposed Budget Amendment	Difference
Revenue:							
141 R 49800 000 000 00000 660	Operating Transfers	\$ 768,329.00	\$ 1,042,320.00	\$ -	\$ (273,991.00)	\$ 1,042,320.00	\$ 273,991.00
Revenue Difference:							\$ 273,991.00
Expenditures:							
141 E 71100 429 310 00116 000	Instructional Supplies & Mater	\$ 53,275.00	\$ 48,583.00	\$ -	\$ 4,692.00	\$ 78,275.00	\$ 25,000.00
141 E 71100 429 310 02000 000	Instructional Supplies & Mater	\$ 23,710.00	\$ 22,941.00	\$ -	\$ 769.00	\$ 48,710.00	\$ 25,000.00
141 E 71100 429 310 03000 000	Instructional Supplies & Mater	\$ 41,832.00	\$ 41,032.00	\$ -	\$ 800.00	\$ 66,832.00	\$ 25,000.00
141 E 71100 449 310 00116 000	Textbooks	\$ 30,369.00	\$ 30,369.00	\$ -	\$ -	\$ 55,369.00	\$ 25,000.00
141 E 71100 449 310 02000 000	Textbooks	\$ 79,615.00	\$ 79,521.00	\$ -	\$ 94.00	\$ 104,615.00	\$ 25,000.00
141 E 71100 449 310 03000 000	Textbooks	\$ 60,929.00	\$ 60,649.00	\$ -	\$ 280.00	\$ 85,929.00	\$ 25,000.00
141 E 71100 471 310 00116 000	Software	\$ 105,396.00	\$ 100,468.00	\$ -	\$ 4,928.00	\$ 130,396.00	\$ 25,000.00
141 E 71100 471 310 02000 000	Software	\$ 80,660.00	\$ 78,030.00	\$ -	\$ 2,630.00	\$ 105,660.00	\$ 25,000.00
141 E 71100 471 310 03000 000	Software	\$ 88,557.00	\$ 87,756.00	\$ -	\$ 801.00	\$ 113,557.00	\$ 25,000.00
141 E 72310 207 110 01000 000	Medical Insurance	\$ 112,700.00	\$ 101,236.00	\$ -	\$ 11,464.00	\$ 146,691.00	\$ 33,991.00
141 E 72620 499 630 01000 000	Other Supplies & Materials	\$ 17,550.00	\$ 2,054.00	\$ -	\$ 15,496.00	\$ 32,550.00	\$ 15,000.00
Expenditures Difference:							\$ 273,991.00



**Lakeland Elementary School
Protected Reading List
2026-2027**

Proposed additions should be highlighted in yellow.
Deleted items should be struck in red.

Second Grade

Officer Buckle and Gloria by Peggy Rathmann
The Candy Corn Contest by Patricia Reilly Giff
Abe Lincoln at Last! by Mary Pope Osborne
Beezus and Ramona by Beverly Cleary
Charlotte's Web by E.B. White

Third Grade

Muggie Maggie by Beverly Cleary
Sarah, Plain and Tall by Patricia MacLachlan
The Lion, the Witch, and the Wardrobe by C.S. Lewis
Stone Fox by John Reynolds Gardiner
Fudge-a-mania by Judy Blume
Chocolate Fever by Robert Kimmel Smith
The Indian in the Cupboard by Lynne Reid Banks
Stuart Little by E.B. White
Mouse and the Motorcycle by Beverly Cleary
Runaway Ralph by Beverly Cleary
Ralph S. Mouse by Beverly Cleary
BFG by Ronald Dahl
The Report Card by Andrew Clements

Gifted/APEX (3rd)

**The Homework Machine* by Dan Gutman

**Frindle* by Andrew Clements

Word after Word After Word by Patricia MacLachlan

Fourth Grade

Miraculous Journey of Edward Tulane by Kate DiCamillo

City of Ember by James DuPrau

~~*Sign of the Beaver* by Elizabeth George Speare~~

Because of Winn-Dixie by Kate DiCamillo

Ben Franklin by Dennis Fradin

What was the Declaration of Independence? by Michael Harris

What was the Lewis and Clark Expedition? by Judith St. George

Who was Andrew Jackson? by Douglas Yacka

Who was Abraham Lincoln? by Janet Pascal

Who was Milton Hershey? by James Buckley Jr.

Wonder by R.J. Palacio

Hoot by Carl Hiaasen

Gifted/APEX (4th)

**Chasing Vermeer* by Blue Balliett

**From the Mixed Up Files of Mrs. Basil E. Frankweiler* by E.L. Konigsburg

**Shakespeare's Secret* by Elise Broach

**Teachers may select books for enriched and gifted instruction that are 1 to 2 grade levels above the student's assigned grade.*



Lakeland Preparatory School
Protected Reading List*
2026-2027

Proposed additions are highlighted in yellow.

~~Deleted items are struck out in red.~~

5th Grade

Brian's Winter by Gary Paulsen
Brian's Hunt by Gary Paulsen
Number the Stars by Lois Lowry
War Horse by Michael Morpurgo
Harriet Tubman by Ann Petry
Old Yeller by Fred Gipson
Out of the Dust by Karen Hesse
The Egypt Game by Zilpha Keatley Snyder (APEX)
The Door in the Wall by Marguerite de Angeli (APEX)
Savvy by Ingrid Law (APEX)
The Mysterious Benedict Society by Trenton Lee Stewart (APEX)
Wonder by R.J. Palacio
Elijah of Buxton by Christopher Paul Curtis
Bud, Not Buddy by Christopher Paul Curtis
Tuck Everlasting by Natalie Babbitt
Bridge to Terabithia by Katherine Paterson
A Long Way from Chicago by Richard Peck
The City of Ember by Jeanne DuPrau
Maniac Magee by Jerry Spinelli
Mr. Peabody's Apples by Madonna
Shiloh by Phyllis Reynolds Naylor
Souder by William H. Armstrong
Boston Jane by Jennifer L. Holm
Charlie and the Chocolate Factory by Roald Dahl
The Secret Garden by Frances Hodgson Burnett (APEX)
Esperanza Rising by Pam Muñoz Ryan
Phantom Tollbooth by Norton Juster
Hatchet by Gary Paulsen

6th Grade

A Wrinkle in Time by Madeleine L'Engle
The Giver by Lois Lowry (APEX)
The Great Fire by Jim Murphy
Dragonwings by Laurence Yep (Accelerated)
The Lightning Thief by Rick Riordan
Where the Red Fern Grows by Wilson Rawls
Freak the Mighty by Rodman Philbrick
Well of Sacrifice by Chris Eboch
Al Capone Does My Shirts by Gennifer Choldenko
Heat by Mike Lupica
Crispin: The Cross of Lead by Avi
Milkweed by Jerry Spinelli
With Their Eyes: September 11-The View from a High School at Ground Zero by Annie Thoms
Chew on This by Eric Schlosser (NF)
The Watsons Go to Birmingham by Christopher Paul Curtis
Holes by Louis Sachar
View from Saturday E.L. Konigsburg (Accelerated)
A Single Shard by Linda Sue Park (Accelerated)
Girl from Yamhill by Beverly Cleary (Accelerated)
Cathedral The Story of Its Construction by David Macaulay (Accelerated)
The Lion, The Witch, and the Wardrobe by C.S. Lewis
White Fang by Jack London
My Side of the Mountain by Jean Craighead George
Boy in the Striped Pajamas by John Boyne

7th Grade

The Merchant of Venice by William Shakespeare (Folgers version)
A Year Down Yonder by Richard Peck
Season of Gifts by Richard Peck
The Tale of the Mandarin Ducks by Katherine Paterson
Slake's Limbo by Felice Holman
Book of a Thousand Days by Shannon Hale
Nothing but the Truth by Avi
The Devil's Arithmetic by Jane Yolen
The True Confessions of Charlotte Doyle by Avi
The Weirdo by Theodore Taylor
Al Capone Shines My Shoes by Gennifer Choldenko
Fever, 1793 by Laurie Halse Anderson (Accelerated)
Stormbreaker by Anthony Horowitz
Z for Zachariah by Robert C. O'Brien
Black Ships Before Troy by Rosemary Sutcliff

Warrior Don't Cry by Melba Pattillo Beals
Seedfolks by Paul Fleischman
Anthem by Ayn Rand
A Long Walk to Water by Linda Sue Park (Enriched)
Pygmalion by George Bernard Shaw (Enriched)
The Westing Game by Ellen Raskin (Enriched)
The Boy on the Wooden Box by Leon Leyson
Refugee by Alan Gratz
The Mad Wolf's Daughter by Diane Magras
The Girl Who Drew Butterflies by Joyce Sidman

8th Grade

Peter Pan by J.M. Barrie
The Outsiders by S.E. Hinton
The Undersiders by Neal Shusterman
Flowers for Algernon by Daniel Keyes
The Tell Tale Heart by Edgar Allan Poe
The Diary of Anne Frank by Anne Frank
The Incredible Journey by Sheila Burnford
The Gift of the Magi by O. Henry
Treasure Island by Robert Louis Stevenson
Call of the Wild by Jack London
Little Women by Louisa May Alcott
Travels with Charley by John Steinbeck
My Brother Sam Is Dead by James Lincoln Collier/Christopher Collier
Catching Fire by Suzanne Collins
Across Five Aprils by Irene Hunt
The House of the Scorpion by Nancy Farmer
Tears of a Tiger by Sharon Draper
No Promises in the Wind by Irene Hunt
The Wave by Todd Strasser
The Uglies by Scott Westerfeld
The Pigman by Paul Zindel
I Have Lived a Thousand Years by Livia Bitton-Jackson
The Land by Mildred Taylor
Tangerine by Edward Bloor
Unbroken by Laura Hillenbrand
A Midsummer Night's Dream by William Shakespeare
Fellowship of the Ring by J.R.R. Tolkien (Enriched)
The Omnivore's Dilemma by Michael Pollan Far (Enriched)
To Kill a Mockingbird by Harper Lee (Enriched)
The Book Thief by Markus Zusak (Enriched)

A Night Divided by Jennifer Nielsen
A Night to Remember by Walter Lord
Monster by Walter Dean Meyers
Ten Days in a Mad-House by Nellie Bly
The Adventures of Tom Sawyer by Mark Twain
The Dark is Rising by Susan Cooper
The War of the Worlds by H.G. Wells
Narrative of the Life of Frederick Douglass by Frederick Douglass
The Hunger Games by Suzanne Collins
The Sword in the Stone by Dennis Nolen
Black Beauty by Anna Sewell
Call Us What We Carry by Amanda Gorman
The Girl Who Drank the Moon by Kelly Barnhill
Brown Girl Dreaming by Jacqueline Woodson
Stella by Starlight by Sharon Draper
The Wednesday Wars by Gary Schmidt
Greystone Secrets: The Strangers by Margaret Peterson Haddix
Matched by Ally Condie
The Inheritance Games by Jennifer Lynn Barnes
Miss Peregrine's Home for Peculiar Children by Ransom Riggs
The Other Half of Happy by Rebeca Balcárcel
Fast Break by Mike Lupica
Fish in a Tree by Lynda Mullaly Hunt
Love and Gelato by Jenna Evans Welch
Before the Ever After by Jacqueline Woodson
Pippa Park Raises Her Game by Erin Yun
Rising Above: How 11 Athletes Overcame Challenges in Their Youth to Become Stars by Gregory Zuckerman
Courage to Soar: A Body in Motion, A Life in Balance by Simone Biles
Code Talkers by Joseph Bruchac

9th Grade

Lord of the Flies by William Golding
Night by Elie Wiesel
A Separate Peace by John Knowles
Frankenstein by Mary Shelley
The Strange Case of Dr. Jekyll and Mr. Hyde by Robert Louis Stevenson
Childhood's End by Arthur C. Clark
The Parable of the Sower by Octavia Butler
Animal Farm by George Orwell
Paradise Lost by John Milton
Paradise Regained by John Milton
Mixed: A Colorful Story by Arree Chung
Romeo and Juliet by William Shakespeare
A Christmas Carol by Charles Dickens
The Graveyard Book by Neil Gaiman
A Walk to Remember by Nicholas Sparks

10th Grade

Fahrenheit 451 by Ray Bradbury
Invisible Man by Ralph Ellison
Of Mice and Men by John Steinbeck
Julius Caesar by William Shakespeare
Book of Myths by Jean Lang
The Haunting of Hill House by Shirley Jackson
The Alchemist by Paul Coelho
The Count of Monte Cristo by Alexandre Dumas
All The Light We Cannot See by Anthony Doerr
The Hobbit by J.R.R. Tolkien
Something Wicked This Way Comes by Ray Bradbury
Great Expectations by Charles Dickens
The Mysterious Affair at Styles by Agatha Christie
Death on the Nile by Agatha Christie
Stalking Jack the Ripper by Kerri Maniscalco

11th Grade

The Great Gatsby by F. Scott Fitzgerald
The Crucible by Arthur Miller
Death of a Salesman by Arthur Miller
Fences by August Wilson
"Open Boat" by Stephen Crane
"The Yellow Wallpaper" by Charlotte P. Gilman
"Young Goodman Brown" by Nathaniel Hawthorne

The Scarlet Letter by Nathaniel Hawthorne
Black Boy by Richard Wright
How to Read Literature Like a Professor by Thomas C. Foster
The Grapes of Wrath by John Steinbeck
Angela's Ashes by Frank McCourt
In Cold Blood by Truman Capote
The Unvanquished by William Faulkner
A Lesson Before Dying by Ernest Gaines
A Night to Remember by Walter Lord
Fast Food Nation by Eric Schlosser
A Streetcar Named Desire by Tennessee Williams
A Narrative of the Life of Frederick Douglass by Frederick Douglass
The Autobiography of Benjamin Franklin by Ben Franklin
The Adventures of Huckleberry Finn by Mark Twain
The Princess Bride by Wilson Goldman
A Raisin in the Sun by Lorraine Hansbury

12th Grade

1984 by George Orwell
Frankenstein by Mary Shelley
Pride and Prejudice by Jane Austen
A Tale of Two Cities by Charles Dickens
Hamlet by William Shakespeare
The Importance of Being Earnest by Oscar Wilde

11th Grade AP Language and Composition

The Anxious Generation by Jonathan Haidt

12th Grade AP Language and Composition

Jane Eyre by Charlotte Bronte
Wuthering Heights by Emily Bronte
Crime and Punishment by Fyodor Dostoevsky
Moby Dick by Herman Melville
King Lear by William Shakespeare
The Glass Menagerie by Tennessee Williams

Science Fiction

The Lathe of Heaven by Ursula LeGuin
Childhood's End by Isaac Asimov
Invasion of the Body Snatchers by Jack Finney
Fahrenheit 451 by Ray Bradbury

World Languages

Fiesta Fatal by Mira Canion

Los Agentes Secretos y el Mural de Picasso by Mira Canion

Esperanza by Carol Gabb

Cuando Era Puertorriqueña by Esmeralda Santiago

Cajas de Carton by Francisco Jimenez

Robo en la Noche by Kristy Placido

Tumba by Mira Canion

Farewell to Manzanar by James D. Houston

Ojos del Carmen by Verónica Moscoso

La Capibara con Botas by Mira Canion

Casa Dividida by Chris Mercer

El Principito by Antoine de Saint - Exupery by Gilbert Kieffer

Ma Voiture, à Moi by Lisa Ray Turner and Blaine Ray

Mini-Contes by Tom Alsop and Paige Curry

Le Capybara Botté by Mira Canion

La France en Danger et les Secrets de Picasso by Mira Canion

DE Biology

The American Plague: The Untold Story of Yellow Fever by Molly Caldwell Crosby

Panic in Level 4 by Richard Preston

Biology

Survival of the Sickest by Sharon Moalem

The Immortal Life of Henrietta Lacks by Rebecca Skloot

The Man Who Mistook His Wife for a Hat by Oliver Sacks

Collapse: How Societies Choose to Fail or Succeed by Jared Diamond

Spillover by David Quamen

Stiff by Mary Roach

The Great Influenza by John M. Barry

Chemistry

The Poison Squad by Deborah Blum

The Disappearing Spoon by Sam Kean

The Martian by Andy Weir

**Teachers may select books for enriched and gifted instruction that are 1-2 grade levels above the student's assigned grade.*

Earth and Space Science

The Hail Mary Project by Andy Weir

African American Literature

A Raisin in the Sun by Lorraine Hansberry

Fences by August Wilson

Incidents in the Life of a Slave Girl Harriet Jacobs

Atlanta Compromise by Booker T. Washington

To Hell with Dying by Alice Walker

The Comet by W.E.B. DuBois

The Appropriation of Cultures by Percival Everett

Recitatif by Toni Morrison

Selected poetry of Maya Angelou

Selected poetry of Claude McKay

Selected poetry of Langston Hughes

Excerpts from *Roots* by Alex Haley

Excerpts of *The Norton Anthology of African American Literature*

Excerpts of *The Literature of the American South: A Norton Anthology*

Excerpts of *Black Comedy: 9 Plays: A Critical Anthology* by Pamela Jackson

Addition Summaries

1. ***A Raisin in the Sun* by Lorraine Hansberry**

A Raisin in the Sun follows the Younger family as they await an insurance check that represents hope for a better future. Each family member has different dreams for how the money should be used, leading to conflict and difficult decisions. Set against the backdrop of racial discrimination in 1950s Chicago, the play explores themes of identity, family responsibility, and the pursuit of the American Dream.

2. ***Fences* by August Wilson**

Fences centers on Troy Maxson, a former Negro League baseball player whose past disappointments shape his present life and relationships. As he struggles to provide for his family, Troy's rigid beliefs and unresolved frustrations create tension, especially with his son. The play examines themes of race, generational conflict, responsibility, and the emotional barriers people build to protect themselves.

3. ***Incidents in the Life of a Slave Girl* by Harriet Jacobs**

In this autobiographical narrative, Harriet Jacobs recounts her life as an enslaved woman and the unique hardships she faced, including sexual exploitation and the constant threat of separation from her children. Determined to gain freedom, she resists her enslaver and ultimately escapes, highlighting both the cruelty of slavery and the strength required to survive and seek independence.

4. ***The Atlanta Compromise* by Booker T. Washington**

In this influential speech, Booker T. Washington encourages Black Americans to focus on vocational education, economic self-sufficiency, and gradual progress rather than immediate demands for social equality. He appeals to white Americans to support these efforts, arguing that mutual cooperation will benefit both races, while reflecting the tensions within the fight for civil rights.

5. ***To Hell with Dying* by Alice Walker**

This short story is narrated by a young girl who recalls her deep connection with Mr. Sweet, an elderly man in her community. Each time he appears close to death, she and others "bring him back" through music and affection. The story explores themes of love, community, cultural tradition, and the ways people confront and cope with mortality.

6. ***The Comet* by W.E.B. Du Bois**

After a mysterious disaster seemingly wipes out New York City, a Black man named Jim and a white woman believe they may be the last survivors. As they navigate this new reality, racial barriers begin to fade, allowing them to connect on a human level.

7. ***The Appropriation of Cultures* by Percival Everett**

This satirical story follows Daniel Barkley, a Black man who begins embracing and redefining symbols of racism, including the Confederate flag. By appropriating these symbols, he challenges their original meaning and forces others to reconsider ideas about race, identity, and power. The story uses humor and irony to critique cultural ownership and societal norms.

8. ***Recitatif* by Toni Morrison**

Recitatif traces the evolving relationship between two girls, Twyla and Roberta, who meet in a shelter and reconnect throughout their lives. Morrison intentionally withholds their racial identities, prompting readers to question their own assumptions about race and bias.

9. ***Project Hail Mary* by Andy Weir**

Project Hail Mary follows Ryland Grace, a middle school science teacher who wakes up alone on a spaceship with no memory of who he is or why he's there. As his memories slowly return, he realizes he is on a critical mission to save Earth from a mysterious threat that is causing the sun to dim. Using science, problem-solving, and unexpected collaboration, Grace must overcome enormous challenges to complete his mission and ensure humanity's survival



5th Grade ELA Curriculum Guide
Revised April 2026

Course Description	Resources
<p>The ELA standards and supporting curriculum are designed to prepare students with the most important knowledge and 21st century literacy skills necessary to succeed in post-secondary and workforce arenas. The standards/curriculum emphasize critical and divergent thinking, problem solving, active listening, recognition of patterns and anomalies, and evaluation and questioning of source material. The standards/curriculum reinforce the three ELA instructional shifts: regular practice with complex text and its academic vocabulary; reading and writing grounded in evidence from literary and informational text; and building knowledge through content-rich literary and informational text. In grades K–5, the standards/curriculum signal the importance of laying a solid foundation for reading and writing.</p>	<p>McGraw Hill Reading Wonders HMH Into Reading Scholastic</p>

Quarter	Standard	Learning Target	Additional Resources
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1

Literature

- 5.RL.KID.1.** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.RL.KID.2.** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- 5.RL.KID.3.** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

Informational Key Ideas and Details

- 5.RI.KID.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- 5.RI.KID.2.** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- 5.RI.KID.3.** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Writing - Narrative Standards Text Types and Purposes

- 5.W.TTP.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Fluency and Language

Literature

- I can quote accurately from a text when explaining what the text says explicitly.
- I can draw inferences from a text.
- I can determine the theme of a story from details in the text.
- I can explain how characters in a story respond to challenges.
- I can summarize the text.
- I can use the text to compare and contrast two or more characters, settings, and events in a story.

Informational

- I can quote accurately from a text when explaining what the text says explicitly.
- I can draw inferences from a text.
- I can determine two or more main ideas of a text.
- I can explain how key details support the main idea.
- I can summarize a text.
- I can explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text.

Writing - Narrative Standards

- I can statements...

Fluency and Language

Anchor Texts (Novel Studies): *Novels that correlate with ELA and/or Social Studies*

- War Horse* by Michael Morpurgo
- Hatchet* by Gary Paulsen
- Number the Stars* by Lois Lowry
- Tuck Everlasting* by Natalie Babbitt

Quarter	Standard	Learning Target	Additional Resources
	<p>5.FL.SC.6. Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <ul style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences. b. Form and use the perfect verb tense. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize the correct the inappropriate shifts in verb tense. 	<p>I can write a sentence that contains a subject and a predicate.</p> <p>I can correct fragments and run-ons.</p> <p>I can write a sentence that begins with a capital letter and ends with correct punctuation.</p> <p>I can use commas in a series of three or more words, phrases, or clauses in a series.</p> <p>I can create compound sentences using correct punctuation.</p> <p>I can create complex sentences using correct punctuation.</p> <p>I can define and use unit vocabulary in context.</p> <p>I can interpret the meaning of figurative language.</p> <p>I can use transitional words and phrases to connect my ideas.</p> <p>I can identify different kinds of nouns. (common/proper, concrete/abstract)</p> <p>I can identify singular and plural nouns.</p> <p>I can spell plural nouns correctly.</p>	
2	<p>Literature</p> <p>5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>5.RL.CS.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>5.RL.CS.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>Informational Text <i>Craft and Structure</i></p> <p>5.RI.CS.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p>	<p>Literature</p> <p>I can determine the meanings of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>I can explain how the chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.</p> <p>I can describe how the narrator’s or speaker’s point of view influences how events are described.</p> <p>Informational Text</p> <p>I can determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 5 topic.</p> <p>I can compare and contrast the overall structure of events,</p>	<p>Anchor Texts (Novel Studies): <i>Novels that correlate with ELA and/or Social Studies</i></p> <p><i>War Horse</i> by Michael Morpurgo</p> <p><i>Hatchet</i> by Gary Paulsen</p> <p><i>Number the Stars</i> by Lois Lowry</p> <p><i>Tuck Everlasting</i> by Natalie Babbitt</p> <p style="text-align: right;">31</p>

Quarter	Standard	Learning Target	Additional Resources
	<p>5.RI.CS.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</p> <p>5.RI.CS.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>Writing Text Types and Purposes</p> <p>5.W.TTP.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic by providing a general observation and focus. b. Group related information logically. c. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. d. Provide a conclusion related to the information or explanation presented. e. Link ideas within and across categories of information using words, phrases, and clauses. f. Use precise language and domain-specific vocabulary to inform about or explain the topic. g. Apply language standards addressed in the Foundational Literacy standards. <p>Production and Distribution and Present Knowledge</p> <p>5.W.PDW.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>ideas, concepts, or information in two or more texts. I can analyze multiple accounts of the same event or topic. I can note important similarities and differences in the point of view they represent.</p> <p>Writing</p> <p>I can write an informative text to examine a topic. I can convey my ideas and information clearly in my writing. I can write an introductory paragraph for informative text. I can organize my writing in an introductory text. I can develop a topic and use facts to support the writing. I can develop a topic and use quotations and samples to support my writing. I can write a conclusion paragraph for an informative text. I can use transitional words and phrases to connect my thoughts. I can organize ideas in an opinion essay and support my point of view with reasons and evidence. I can use precise and domain-specific vocabulary in my writing to explain my topic. I can produce a coherent and organized informative text. I can work with peers to improve my writing. I can apply feedback from adults to improve my writing.</p>	<p style="text-align: right;">32</p>

Quarter	Standard	Learning Target	Additional Resources
	<p>5.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>5.W.PDW.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p> <p>Fluency and Language</p> <p>5.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <ol style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences. b. Form and use the perfect verb tense. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize the correct the inappropriate shifts in verb tense. e. Use correlative conjunctions. f. Use punctuation to separate items in a series. g. Use a comma to separate an introductory element from the rest of the sentence. h. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address. i. Use underlining, quotation marks, or italics to 	<p>Fluency and Language</p> <p>I can demonstrate comma can use correlative conjunctions.</p> <p>I can use punctuation to separate items in a series.</p> <p>I can use a comma to separate an introductory element from the rest of the sentence.</p> <p>I can define and use unit vocabulary in context.</p> <p>I can interpret the meaning of figurative language.</p> <p>I can use transitional words and phrases to connect my ideas.</p> <p>I can use commas, underlines, and italics to indicate titles of works.</p> <p>I can write multiple cohesive paragraphs.</p> <p>I can determine the meaning of unknown words.</p> <p>I can demonstrate command of the conventions of standard English grammar and usage.</p> <p>I can read with accuracy.</p> <p>I can apply grade level phonics to read with fluency.</p>	<p>33</p>

Quarter	Standard	Learning Target	Additional Resources
	<p>indicate titles of works.</p> <p>j. Write multiple cohesive paragraphs on a topic.</p> <p>5.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>i. Use context as a clue to the meaning of a word or phrase.</p> <p>ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>5.FL.VA.7b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>i. Interpret figurative language, including similes and metaphors, in context.</p> <p>ii. Recognize and explain the meaning of common idioms and proverbs.</p> <p>iii. Use the relationship between particular words to better understand each of the words.</p> <p>5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>5.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with</p>		<p>34</p>

Quarter	Standard	Learning Target	Additional Resources
	<p>accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p> <p>5.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>a. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>b. Write legibly in manuscript and cursive.</p> <p>5.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.</p>		
3	<p>Literature <i>Integration of Knowledge and Ideas</i></p> <p>5.RL.IKI.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text</p> <p>5.RL.IKI.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>Informational Text <i>Integration of Knowledge and Ideas</i></p> <p>5.RI.IKI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p>Literature</p> <p>I can analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.</p> <p>I can compare and contrast stories in the same genre on their approaches to similar themes and topics.</p> <p>Informational Text</p> <p>I can draw on information from multiple print or digital sources.</p> <p>I can locate an answer to a question quickly in the text.</p> <p>I can explain how an author uses reasons and evidence to</p>	<p>Anchor Texts (Novel Studies): <i>Novels that correlate with ELA and/or Social Studies</i></p> <p><i>War Horse</i> by Michael Morpurgo</p> <p><i>Hatchet</i> by Gary Paulsen</p> <p><i>Number the Stars</i> by Lois Lowry</p> <p><i>Tuck Everlasting</i> by Natalie Babbitt</p> <p>35</p>

Quarter	Standard	Learning Target	Additional Resources
	<p>5.RI.IKI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>5.RI.IKI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>Writing - Opinion Standards <i>Text Types and Purposes</i></p> <p>5.W.TTP.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text. Develop an opinion through logically-ordered reasons that are supported by facts and details. Create an organizational structure in which ideas are logically grouped to support the writer’s purpose. Provide a concluding statement or section related to the opinion presented. Link opinion and reasons using words, phrases, and clauses. Apply language standards addressed in the Foundational Literacy standards. <p>Research to Build and Present Knowledge</p> <p>5.W.RBPK.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>5.W.RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase</p>	<p>support particular points in a text.</p> <p>I can identify reasons and evidence to support my answers.</p> <p>I can integrate information from several texts on the same topic.</p> <p>I can speak and write knowledgeably about a subject.</p> <p>Writing - Opinion I Can Statements</p> <p>I can write an introductory paragraph for an opinion essay.</p> <p>I can organize my body paragraphs with relevant details and supporting facts and details.</p> <p>I can write an effective conclusion to my opinion essay.</p> <p>I can use feedback from peers and adults to strengthen my writing.</p>	<p>36</p>

Quarter	Standard	Learning Target	Additional Resources
	<p>information in notes and finished work, and provide a list of sources.</p> <p>5.W.RBPK.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Fluency and Language</p> <p>5.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <ol style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences. b. Form and use the perfect verb tense. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize the correct the inappropriate shifts in verb tense. e. Use correlative conjunctions. f. Use punctuation to separate items in a series. g. Use a comma to separate an introductory element from the rest of the sentence. h. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address. i. Use underlining, quotation marks, or italics to indicate titles of works. j. Write multiple cohesive paragraphs on a topic. <p>5.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing</p>	<p>Fluency and Language</p> <p>I can use correlative conjunctions.</p> <p>I can use punctuation to separate items in a series.</p> <p>I can use a comma to separate an introductory element from the rest of the sentence.</p> <p>I can define and use unit vocabulary in context.</p> <p>I can interpret the meaning of figurative language.</p> <p>I can use transitional words and phrases to connect my ideas.</p> <p>I can use commas, underlines, and italics to indicate titles of works.</p> <p>I can write multiple cohesive paragraphs.</p> <p>I can determine the meaning of unknown words.</p> <p>I can demonstrate command of the conventions of standard English grammar and usage.</p> <p>I can read with accuracy.</p> <p>I can apply grade level phonics to read with fluency.</p>	<p>37</p>

Quarter	Standard	Learning Target	Additional Resources
	<p>flexibly from a range of strategies.</p> <ul style="list-style-type: none"> i. Use context as a clue to the meaning of a word or phrase. ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word. iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <p>5.FL.VA.7b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> i. Interpret figurative language, including similes and metaphors, in context. ii. Recognize and explain the meaning of common idioms and proverbs. iii. Use the relationship between particular words to better understand each of the words. <p>5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>5.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. <p>5.FL.WC.4 Know and apply grade-level phonics and</p>		<p style="text-align: right;">38</p>

Quarter	Standard	Learning Target	Additional Resources
	<p>word analysis skills when encoding words; write legibly.</p> <ul style="list-style-type: none"> a. Spell grade-appropriate words correctly, consulting references as needed. b. Write legibly in manuscript and cursive. <p>5.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context. 		
4	<p>Literature <i>Range of Reading and Level of Text Complexity</i></p> <p>5.RL.RRTC.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>Informational Text <i>Range of Reading and Level of Text Complexity</i></p> <p>5.RL.RRTC.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p> <p>Writing <i>Range of Writing</i></p> <p>5.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>Literature</p> <p>I can read and comprehend various types of literature by analyzing complex text.</p> <p>Informational Text</p> <p>I can read and comprehend various types of complex informational text and analyze the text evidence.</p> <p>Writing</p> <p>I can effectively organize and conduct various types of essays that are cohesive to the task, purpose, and audience.</p>	<p>Anchor Texts (Novel Studies): <i>Novels that correlate with ELA and/or Social Studies</i></p> <ul style="list-style-type: none"> <i>War Horse</i> by Michael Morpurgo <i>Hatchet</i> by Gary Paulsen <i>Number the Stars</i> by Lois Lowry <i>Tuck Everlasting</i> by Natalie Babbitt <p style="text-align: right;">39</p>

Quarter	Standard	Learning Target	Additional Resources
	<p>Fluency and Language</p> <p>5.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <ul style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections as used in general and in particular sentences. b. Form and use the perfect verb tense. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize the correct the inappropriate shifts in verb tense. e. Use correlative conjunctions. f. Use punctuation to separate items in a series. g. Use a comma to separate an introductory element from the rest of the sentence. h. Use a comma to set off the words yes and no, to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address. i. Use underlining, quotation marks, or italics to indicate titles of works. j. Write multiple cohesive paragraphs on a topic. <p>5.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> i. Use context as a clue to the meaning of a word or phrase. ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of 	<p>Fluency and Language</p> <p>I can use correlative conjunctions.</p> <p>I can use punctuation to separate items in a series.</p> <p>I can use a comma to separate an introductory element from the rest of the sentence.</p> <p>I can define and use unit vocabulary in context.</p> <p>I can interpret the meaning of figurative language.</p> <p>I can use transitional words and phrases to connect my ideas.</p> <p>I can use commas, underlines, and italics to indicate titles of works.</p> <p>I can write multiple cohesive paragraphs.</p> <p>I can determine the meaning of unknown words.</p> <p>I can demonstrate command of the conventions of standard English grammar and usage.</p> <p>I can read with accuracy.</p> <p>I can apply grade level phonics to read with fluency.</p> <p>I can write complete sentences using independent and dependent clauses.</p> <p>I can correctly spell and use homophones in sentences.</p> <p>I can write complex sentences.</p> <p>I can decode words using prefixes, roots, and suffixes.</p> <p>I can use comparative adjectives to describe relationships between objects, people, and ideas.</p>	<p style="text-align: right;">40</p>

Quarter	Standard	Learning Target	Additional Resources
	<p>a word.</p> <p>iii. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>5.FL.VA.7b Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>i. Interpret figurative language, including similes and metaphors, in context.</p> <p>ii. Recognize and explain the meaning of common idioms and proverbs.</p> <p>iii. Use the relationship between particular words to better understand each of the words.</p> <p>5.FL.VA.7c Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>5.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p> <p>5.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>a. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>b. Write legibly in manuscript and cursive.</p>		<p>41</p>

Quarter	Standard	Learning Target	Additional Resources
	<p>5.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.</p>		

<p>On Going</p>	<p>5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>5.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative language with emphasis on similes and metaphors; analyze the impact of sound devices on meaning and tone.</p> <p>5.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to a grade 5 topic or subject area, including fig</p> <p>5.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>i. Use context as a clue to the meaning of a word or phrase.</p> <p>5.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.</p> <p>5.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>a. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>b. Write legibly in manuscript and cursive.</p>
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ELA (Extensions)	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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Novels	<i>Hatchet</i>	<i>War Horse</i>	<i>Number the Stars</i>	<i>Tuck Everlasting</i>
Enrichment Resources/Projects	- Literature Circles & PBL Projects	-Literature Circles & PBL Projects	-Literature Circles & PBL Projects	-Student created/led Literature Circles & PBL Projects

Fourth Grade ELA Scope & Sequence

Quarter	Standard	Learning Target	Resources
First	<p>Fluency Standards: (ongoing) 4.FL.PWR.3 Know and apply grade-level phonics and word analysis when decoding isolated words and in connected text. 4.FL.WC.4 Know and apply grade-level phonics and word analysis when encoding words; write legibly. 4. FL.F.5 Read with sufficient accuracy and fluency to support comprehension. 4.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar usage, including capitalization and punctuation, when writing.</p> <p>Writing Standards: 4.W. PDW.4 Produce clear and coherent writing where development, organization, and style are appropriate to task, purpose and audience. 4.W. RBPK.8 Recall relevant information from experiences or gather relevant information from print and digital sources, take notes categorize information, and provide a list of sources. 4.W. RBPK.9 Draw evidence from literary or informational texts, to support analysis, reflection, and research, applying grade 4 standards for writing. 4.W.RW.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences, promote writing fluency.</p> <p>Language Standards: 4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> • 4.L.1b Form and use the progressive verb tenses • 4.L.1d Order adjectives within sentences according to conventional patterns. • 4.L.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. 4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> • 4.L.2a Use correct capitalization. • 4.L.2b Use commas and quotation marks to mark direct speech and quotations from a text. • 4.L.2c Use a comma before a coordinating conjunction in a compound sentence. • 4.L.2d Spell grade-appropriate words correctly, consulting references as needed. </p>	<p>I can: (Fluency)</p> <ul style="list-style-type: none"> • Decode grade level words using phonics, word analysis skills, patterns, roots, and affixes • Read grade level text with accuracy and fluency <p>I can: (Writing)</p> <ul style="list-style-type: none"> • Recall relevant information from experiences, print, and digital sources to use in my writing • Take notes on my sources and categorize information and provide a list of sources • Use other texts to support my writing <p>I can: (Language)</p> <ul style="list-style-type: none"> • Use correct grammar when writing or speaking • Use progressive verb tenses • Use adjectives correctly (order of adjectives) • Write complete sentences • Use capitalization, punctuation, and spelling correctly in writing • Use commas and quotation marks correctly • Use commas and conjunctions correctly • Use context clues to understand word meaning • Use synonyms and antonyms to justify understanding <p>I can: (Literature)</p> <ul style="list-style-type: none"> • Draw inferences based on information within a text • Determine theme of a text • Summarize a text • Describe plot of a story (characters, setting, events) • Use context clues • Discuss similarities and differences between text and a presentation (novel/movie) 	<p>McGraw Hill Reading Wonders</p> <p>HMH Into Reading</p> <p>Writing & Language Resources:</p> <ul style="list-style-type: none"> • Cornell notes • RACES Writing (content based) • Daily Language Practice • ReadyTN Book- (Language Units 1-3) • Opinion Writing Prompt • Reading Wonders- <p>Reading Resources:</p> <ul style="list-style-type: none"> • Novel Studies: <i>Because of Winn-Dixie</i> <p>Novel studies are determined at teacher's discretion.</p> <ul style="list-style-type: none"> • Reading Wonders: <ul style="list-style-type: none"> ○ Literature Anthology ○ Reading/Writing Workshop ○ Your Turn Practice Workbook ○ Close Reading Companion • Digital Wonders Resources • Ready TN Book • iReady Diagnostic and Teacher Toolbox • BrainPOP

<p>4.L.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>Reading Standards:</p> <p>4.RL.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.</p> <p>4.RL.KID.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>4.RL.KID.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text, such as character's thoughts, words, or actions.</p> <p>4.RL.IKI.7 Make connections between the print version of a story or drama and a visual or oral presentation of the same text.</p> <p>4.RL.RRTC.10 Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.</p> <p>4.RI.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences.</p> <p>4.RI.KID.2 Determine the main idea of a text and explain how it is supported by key details; summarize a text.</p> <p>4.RI.CS.4 Determine the meaning of words and phrases as they are used in a text relevant to grade 4 topic or subject area, including figurative, connotative, and technical meanings.</p> <p>4.RI.IKI.9 Integrate information from two texts on the same topic in order to write or speak about the subject.</p> <p>4.RI.RRTC.10 Read and comprehend stories and informational texts throughout the grades 4-5 complexity band proficiently, with scaffolding at the high end as needed.</p>	<p>I can: (Informational)</p> <ul style="list-style-type: none"> • Draw inferences based on information within a text • Determine main idea and summarize informational text • Define grade level vocabulary • Use information from more than one source to write about a subject with understanding 	
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Second

Fluency Standards: (ongoing)

4.FL.PWR.3 Know and apply grade-level phonics and word analysis when decoding isolated words and in connected text.

4.FL.WC.4 Know and apply grade-level phonics and word analysis when encoding words; write legibly.

4. FL.F.5 Read with sufficient accuracy and fluency to support comprehension.

4.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar usage, including capitalization and punctuation, when writing.

Writing Standards:

4.W.RW.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences, promote writing fluency.

4.W.TTP.1 Write an opinion piece on topics or texts, supporting a point of view with reasons and information.

4.W. PDW.4 Produce clear and coherent writing where development, organization, and style are appropriate to task, purpose and audience.

4.W. PDW.5 Develop and strengthen writing as needed by planning, revising and editing.

4.W. PDW.6 Use technology, including the internet, to produce and publish writing, to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting.

Language Standards:

4.L.1a Use relative pronouns and relative adverbs.

4.L.1c Use modal auxiliaries to convey various conditions.

4.L.1e Form and use prepositional phrases.

4.L.1f Correctly use frequently confused words.

4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- 4.L.3a Choose words and phrases to convey ideas precisely.
- 4.L.3b Choose punctuation for effect.
- 4.L.3c Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.

4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- 4.L.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word or phrase.

I can: (Fluency)

- Decode grade level words using phonics, word analysis skills, patterns, roots, and affixes
- Read grade level text with accuracy and fluency

I can: (Writing)

- Write over a long periods of time and short periods of time
- Write opinion pieces on topics or texts.
- Support my point of view with reasons and information
- Produce clear, organized writing that is appropriate for the task and audience
- Strengthen my writing by planning, revising, and editing
- Use technology to publish my writing, and interact and collaborate with others

I can: (Language)

- Use relative adverbs and pronouns
- Use modal auxiliaries
- Form and use prepositional phrases
- Correctly identify and use frequently confused words (to, two, too)
- Choose words and phrases to convey ideas precisely
- Choose punctuation for effect in my writing
- Determine when formal/informal English is appropriate
- Use context clues
- Use Greek & Latin roots and affixes

I can: (Literature)

- Draw inferences using information from a text
- Determine theme of a text
- Summarize a text
- Compare/contrast poetry, drama, prose
- Refer to structural elements found in poetry, drama, prose (verse, rhythm, meter, characters, setting, descriptions, dialogue, cast of characters, stage directions)
- Compare/Contrast themes, topics, patterns of events across cultures within stories

McGraw Hill Reading Wonders

HMH Into Reading

Writing & Language Resources:

- Cornell notes
- RACES Writing (content based)
- Daily Language Practice
- ReadyTN Book- (Language Units 1-3)
- Opinion Writing Prompt
- Reading Wonders-

Reading Resources:

- Novel Studies: *Because of Winn-Dixie*

Novel studies are determined at teacher's discretion.

- Reading Wonders:
 - Literature Anthology
 - Reading/Writing Workshop
 - Your Turn Practice Workbook
 - Close Reading Companion
- Digital Wonders Resources
- Ready TN Book
- iReady Diagnostic and Teacher Toolbox
- BrainPOP

	<p>Reading Standards:</p> <p>4.RL.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.</p> <p>4.RL.KID.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>4.RL.CS.5 Explain the major differences between poems, drama, and stories and refer to structure elements when writing or speaking about a text.</p> <p>4.RL.CS.6 Compare and contrast the point of view from which different stories are narrated.</p> <p>4.RL.RRTC.10 Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.</p> <p>4.RI.KID.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical, including what happened and why, based on information in text.</p> <p>4.RI.CS.6 Compare and contrast two accounts of the same event or topic; describe the differences in focus and information provided.</p> <p>4.RI.IK1.7 Interpret information presented visually, orally, and quantitatively and explain how the information contributes to an understanding of the text in which it appears.</p> <p>4.RI.IK1.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>4.RI.RRTC.10 Read and comprehend stories and informational texts throughout the grades 4-5 complexity band proficiently, with scaffolding at the high end as needed.</p>	<ul style="list-style-type: none"> • Compare/contrast different points of view • Compare/contrast first & third person narrators <p>I can: (Information)</p> <ul style="list-style-type: none"> • Explain events, procedures, ideas, or concepts in historical, scientific, technical text • Describe text structure • Compare/contrast firsthand/secondhand accounts • Interpret information presented visually, orally, or in text features and explain how information contributes to text • Explain how an author supports their claim with reasons and evidence 	
Third	<p>Fluency Standards: (ongoing)</p> <p>4.FL.PWR.3 Know and apply grade-level phonics and word analysis when decoding isolated words and in connected text.</p> <p>4.FL.WC.4 Know and apply grade-level phonics and word analysis when encoding words; write legibly.</p> <p>4. FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>I Can: (Fluency)</p> <ul style="list-style-type: none"> • Decode grade level words using phonics, word analysis skills, patterns, roots, and affixes • Read grade level text with accuracy and fluency <p>I Can: (Writing)</p>	<p>McGraw Hill Reading Wonders</p> <p>HMH Into Reading</p> <p>Writing & Language Resources:</p> <ul style="list-style-type: none"> • Cornell notes • RACES Writing (content based) <p style="text-align: right;">47</p>

	<p>4.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar usage, including capitalization and punctuation, when writing.</p> <p>Writing Standards: 4.W.RW.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences, promote writing fluency.</p> <p>4.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>4.W. PDW.4 Produce clear and coherent writing where development, organization, and style are appropriate to task, purpose and audience.</p> <p>4.W. PDW.5 Develop and strengthen writing as needed by planning, revising and editing.</p> <p>4.W. PDW.6 Use technology, including the internet, to produce and publish writing, to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting.</p> <p>4.W. RBPK.7 Conduct short research projects that build general knowledge through investigation of different aspects of a topic.</p> <p>Language Standards: 4.L.4c Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • 4.L.5a Explain the meaning of simple similes and metaphors. • 4.L.5b Recognize and explain the meaning of common idioms, adages, and proverbs. <p>4.L.6 Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, and states of being and that are basic to a particular topic.</p> <p>Reading Standards: 4.RL.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.</p> <p>4.RL.KID.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<ul style="list-style-type: none"> • Write over a long periods of time and short periods of time • Write informational pieces on topics or texts. • Present my ideas and information clearly • Produce clear, organized writing that is appropriate for the task and audience • Strengthen my writing by planning, revising, and editing • Use technology to publish my writing, and interact and collaborate with others • Conduct research projects that build knowledge through investigation of a topic • <p>I can: (Language)</p> <ul style="list-style-type: none"> • Consult print and digital reference materials (dictionary, glossary, thesaurus) • Explain figurative language (similes, metaphors, idioms, adages, proverbs) • Use grade level academic language • <p>I can: (Literature)</p> <ul style="list-style-type: none"> • Determine theme of a text • Summarize a text • Describe plot of a story (characters, setting, events) • Use context clues • Compare/contrast poetry, drama, prose • Refer to structural elements found in poetry, drama, prose (verse, rhythm, meter, characters, setting, descriptions, dialogue, cast of characters, stage directions) • Compare/contrast themes, topics, patterns of events across cultures within stories <p>I can: (Information)</p> <ul style="list-style-type: none"> • Draw inferences based on information within a text • Determine main idea and summarize informational text • Define grade level vocabulary • Describe text structure • Compare/Contrast firsthand/secondhand accounts • Interpret information presented visually, orally, or in text features and explain how information contributes to text 	<ul style="list-style-type: none"> • Daily Language Practice • ReadyTN Book- (Language Units 1-3) • Opinion Writing Prompt • Reading Wonders- <p>Reading Resources:</p> <ul style="list-style-type: none"> • Novel Studies: <i>Because of Winn-Dixie</i> <p>Novel studies are determined at teacher's discretion.</p> <ul style="list-style-type: none"> • Reading Wonders: <ul style="list-style-type: none"> ◦ Literature Anthology ◦ Reading/Writing Workshop ◦ Your Turn Practice Workbook ◦ Close Reading Companion • Digital Wonders Resources • Ready TN Book • iReady Diagnostic and Teacher Toolbox • BrainPOP
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	<p>4.RL.CS.4 Determine the meaning of words or phrases used in text, including those referring to significant characters and situations found in literature and history (mythology, fables, legends, etc.).</p> <p>4.RL.IK1.9 Compare and contrast similar themes, topics and patterns of events in stories from different cultures.</p> <p>4.RL.RRTC.10 Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.</p> <p>4.RI.CS.5 Describe the overall structure of events, ideas, and concepts of information in a text or part of a text.</p> <p>4.RI.RRTC.10 Read and comprehend stories and informational texts throughout the grades 4-5 complexity band proficiently, with scaffolding at the high end as needed.</p>		
Fourth	<p>Fluency Standards: (ongoing)</p> <p>4.FL.PWR.3 Know and apply grade-level phonics and word analysis when decoding isolated words and in connected text.</p> <p>4.FL.WC.4 Know and apply grade-level phonics and word analysis when encoding words; write legibly.</p> <p>4. FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>4.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar usage, including capitalization and punctuation, when writing.</p> <p>Writing Standards:</p> <p>4.W.RW.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences, promote writing fluency.</p> <p>4.W.TTP.3 Write narratives to develop real or imagined experiences or events using a narrator and/or introducing characters.</p> <p>4.W. PDW.4 Produce clear and coherent writing where development, organization, and style are appropriate to task, purpose and audience.</p> <p>4.W. PDW.5 Develop and strengthen writing as needed by planning, revising and editing.</p> <p>4.W. PDW.6 Use technology, including the internet, to produce and publish writing, to interact and collaborate with others; demonstrate sufficient command of technology skills to type a complete product in a single sitting.</p>	<p>I can: (Fluency)</p> <ul style="list-style-type: none"> ● Decode grade level words using phonics, word analysis skills, patterns, roots, and affixes ● Read grade level text with accuracy and fluency <p>I Can: (Writing)</p> <ul style="list-style-type: none"> ● Write over a long periods of time and short periods of time ● Write narratives to develop real or imagined experiences or events ● Use a narrator in my story and introduce characters ● Present my ideas and information clearly ● Produce clear, organized writing that is appropriate for the task and audience ● Strengthen my writing by planning, revising, and editing ● Use technology to publish my writing, and interact and collaborate with others <p>I can: (Language)</p> <ul style="list-style-type: none"> ● Write legibly in cursive or joined italics ● Review all previous standards <p>I can: (Literature)</p>	<p>McGraw Hill Reading Wonders</p> <p>HMH Into Reading</p> <p>Writing & Language Resources:</p> <ul style="list-style-type: none"> ● Cornell notes ● RACES Writing (content based) ● Daily Language Practice ● ReadyTN Book- (Language Units 1-3) ● Opinion Writing Prompt ● Reading Wonders- <p>Reading Resources:</p> <ul style="list-style-type: none"> ● Novel Studies: <i>Because of Winn-Dixie</i> <p>Novel studies are determined at teacher's discretion.</p> <ul style="list-style-type: none"> ● Reading Wonders: <ul style="list-style-type: none"> ○ Literature Anthology ○ Reading/Writing Workshop ○ Your Turn Practice Workbook ○ Close Reading Companion

	<p>Language Standards:</p> <p>4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>4.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>4.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>4.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>4.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>4.L.6 Acquire and use accurately grade-appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, and states of being and that are basic to a particular topic.</p> <p>Reading Standards: [Review all previous standards and skills]</p> <p>4.RL.RRTC.10 Read and comprehend stories and poems throughout the grades 4-5 text complexity band proficiently, with scaffolding at the high end as needed.</p> <p>4.RI.RRTC.10 Read and comprehend stories and informational texts throughout the grades 4-5 complexity band proficiently, with scaffolding at the high end as needed.</p>	<ul style="list-style-type: none"> Review all previous standards <p>I can: (Information)</p> <ul style="list-style-type: none"> Review all previous standards 	<ul style="list-style-type: none"> Digital Wonders Resources Ready TN Book iReady Diagnostic and Teacher Toolbox BrainPOP
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Third Grade

ELA Scope & Sequence

Quarter	Standard	Learning Target	Resources
First	<p>Reading Standards</p> <p>3.RL.KID.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p> <p>3.RL.KID.2- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>3.RL.KID.3- Describe characters in a story and explain how their actions contribute to the sequence of events.</p> <p>3.RL.CS.4- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language</p> <p>3.RL.CS.6- Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.</p> <p>3.RL.RRTC.10- Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>3.RI.KID.2- Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>Language Standards</p> <p>3.FL.SC.6- Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <ol style="list-style-type: none"> a. Explain the function of nouns and verbs b. For and use regular and irregular plural nouns. c. Use abstract nouns m. Form and use possessives <p>3.FL.VA.7a- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> i. Use sentence-level context as a clue to the meaning of a word or phrase. ii. Determine the meaning of a new word formed when a known affix is added to a known word iv. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. <p>3.FL.VA.7b- Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> i. Distinguish the literal and nonliteral meanings of words and phrases in context ii. Identify real-life connections between words and their use. <p>3.FL.VA.7c- Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and</p>	<p>I can: (Reading)</p> <ul style="list-style-type: none"> • Describe characters • Describe the plot using sequence and problem/solution • Determine the central message of fables/folktales • Determine the character's point of view • Use key details to determine main idea of an informative text <p>I can: (Language)</p> <ul style="list-style-type: none"> • Use context clues for meaning • Distinguish between non-literal and literal language • Use affixes to find the meaning of unknown words • Use dictionaries to find the meanings of words • Explain and use regular and irregular singular, plural, and abstract nouns • Form and use possessives <p>I can: (Writing)</p> <ul style="list-style-type: none"> • Write real and imagined narratives • Use dialogue in my writing • Use signal words to show sequence in my writing 	<p>McGraw Hill Reading Wonders</p> <p>HMH Into Reading</p> <p>i-Ready i-Ready Teacher Toolbox</p>

phrases, including those that signal spatial and time relationships.

3.FL.PWR.3- Know and apply grade-level phonics and word analysis skills when decoding isolated words in connected text.

c. Decode multisyllabic words.

3.FL.WC.4- Know and apply grade-level phonics and word analysis skills when encoding words; write legibly

- Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.
- Use conventional spelling for high-frequency words, including irregular words.
- Consult reference materials including a dictionary and thesaurus, as needed to check and correct spellings.
- Write legibly in manuscript; write all lower and upper case cursive letters.

3.FL.F.5- Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

Writing Standards

3.W.TTP.3 Write narratives to develop real or imagined experiences or events using an effective technique, such as descriptive details and clear event sequences.

3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources to answer a question; with support; take brief notes on sources and sort evidence into provided categories.

3.W.RBPK.9 Include evidence from literary or informational texts, applying grade 3 standards for reading.

3.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.

Speaking and Listening Standards

***3.SL.CC.1-** Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.

***3.SL.CC.3-** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

***3.SL.PKI.6-** Speak in complete sentences, when appropriate to task and situation, to provide requested detail or clarification.

3.SL.PKI.4- Tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable

	pace.		
Second	<p>Reading Standards</p> <p>3.RI.KID.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.</p> <p>3.RI.KID.2- Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>3.RL.KID.2- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>3.RI.KID.3- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>3.RI.CS.4- Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>3.RI.CS.5- Use text features to locate information relevant to a given topic efficiently.</p> <p>3.RI.IKI.7- Use information gained from illustrations and the words in a text to demonstrate understanding of a text.</p> <p>3.RI.RRTC.10- Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>Language Standards</p> <p>3.FL.SC.6- Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>a. Explain the function of verbs as used in general and in particular sentences.</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use simple verb tenses.</p> <p>f. Ensure subject-verb agreement.</p> <p>i. Produce simple, compound, and complex sentences.</p> <p>n. Write a cohesive paragraph with a main idea and detailed structure.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>3.FL.VA.7a- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content choosing flexibly from a range of strategies.</p> <p>i. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ii. Determine the meaning of the new word formed when a known affix is added to a known word.</p> <p>3.FL.PWR.3- Know and apply grade-level phonics and word analysis skills when decoding isolated words in connected text.</p>	<p>I can: (Reading)</p> <ul style="list-style-type: none"> Use key details to determine main idea of an informative text Determine the central message of a story Use sequence to describe historical events and scientific concepts Describe cause and effect relationships in an informative text Compare and contrast two topics in an informative text <p>I can: (Language)</p> <ul style="list-style-type: none"> Use context clues for meaning Distinguish between non-literal and literal language Use suffixes and prefixes to determine meaning of words Form and use regular and irregular verbs and verb tenses Ensure subject verb agreement Write a cohesive paragraph with main idea and supporting details <p>I can: (Writing)</p> <ul style="list-style-type: none"> Write an informative piece of writing based on a topic/ text Write an organized paragraph with an introduction, supporting details, and a conclusion Use linking words to connect ideas in a paragraph Use specific vocabulary on a given topic 	<p>McGraw Hill Reading Wonders</p> <p>HMH Into Reading</p> <p>i-Ready</p> <p>i-Ready Teacher Toolbox</p> <p style="text-align: right;">53</p>

<p>a. Identify and define the meaning of the most common prefixes and derivational suffixes.</p> <p>b. Read grade-appropriate irregularly spelled words.</p> <p>3.FL.WC.4- Know and apply grade-level phonics and word analysis skills when encoding words; write legibly</p> <p>a. Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.</p> <p>b. Use conventional spelling for high-frequency words, including irregular words.</p> <p>c. Consult reference materials including a dictionary and thesaurus, as needed to check and correct spellings.</p> <p>d. Write legibly in manuscript; write all lower case cursive letters.</p> <p>3.FL.F.5- Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p> <p>Writing Standards</p> <p>3.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources to answer a question; with support; take brief notes on sources and sort evidence into provided categories.</p> <p>3.W.RBPK.9 Include evidence from literary or informational texts, applying grade 3 standards for reading.</p> <p>3.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.</p>		
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<p>Third</p>	<p>Reading Standards: 3.RL.KID.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. 3.RL.KID.2- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. 3.RL.CS.4- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language 3.RL.CS.5- Refer to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part of a text builds on earlier sections. 3.RL.CS.6- Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text. 3.RL.RRTC.10- Read and comprehend stories and poems at the high end of the grades 2-3 text complexity band independently and proficiently. 3.RI.KID.1- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. 3.RI.KID.3- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. 3.RI.CS.6- Distinguish reader point of view from that of an author of a text. 3.RI.IKI.8- Explain how reasons support specific points an author makes in a text. 3.RI.RRTC.10- Read and comprehend stories and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.</p> <p>Language Standards: 3.FL.SC.6- Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. a. Explain the function of pronouns and adjectives as used in general and in particular sentences. f. Ensure pronoun-antecedent agreement g. Form and use comparative and superlative adjectives correctly. d. Capitalize appropriate words in titles. j. Capitalize appropriate words in titles. k. Use commas in addresses l. Use commas and quotation marks in dialogue. 3.FL.VA.7b- Demonstrate understanding of word relationships and nuances in word meanings. i. Distinguish the literal and nonliteral meanings of words and phrases in context. iii. Use a known root word as a clue to the meaning of an unknown word with the same root.</p>	<p>I can: (Reading)</p> <ul style="list-style-type: none"> • Ask and answer questions about a text • Retell stories and their central message • Describe character traits • Determine the character's or narrator's point of view • Identify and refer to parts of stories, dramas, and poems and determine how the parts build on each other • Describe the theme within a poem or play <p>I can: (Language)</p> <ul style="list-style-type: none"> • Use adjectives in general and in particular sentences • Use conjunctions and pronouns • Produce complex sentences • Capitalize the correct letters within a title • Determine the literal and nonliteral meanings of words • Identify the meaning of grade level prefixes and suffixes • Use spelling patterns when writing one, two, and three syllable words <p>I can: (Speaking and Listening)</p> <ul style="list-style-type: none"> • Discuss with peers about texts and topics • Speak in complete sentences <p>I can: (Writing)</p> <ul style="list-style-type: none"> • Write opinion pieces that support a point of view • Write an organized paragraph (introduction, supporting details, conclusion) that supports my opinion on a given topic • Write fluently over an extended time frames and shorter time frames • Use linking words and phrases to connect opinion and reasons 	<p>McGraw Hill Reading Wonders</p> <p>HMH Into Reading</p> <p>i-Ready i-Ready Teacher Toolbox</p> <p style="text-align: right;">55</p>
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- 3.FL.VA.7a-** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content choosing flexibly from a range of strategies.
- i. Use sentence-level context as a clue to the meaning of a word or phrase.
 - ii. Determine the meaning of the new word formed when a known affix is added to a known word.
 - iii. Use a known root word as a clue to the meaning of an unknown word with the same Root.
- 3.FL.PWR.3-** Know and apply grade-level phonics and word analysis skills when decoding isolated words in connected text.
- a. Identify and define the meaning of the most common prefixes and derivational suffixes.
 - b. Decode words with common Latin suffixes, such as -ly,-less, and -ful.
 - c. Read grade-appropriate irregularly spelled words.
- 3.FL.WC.4-** Know and apply grade-level phonics and word analysis skills when encoding words; write legibly
- a. Use spelling patterns and generalizations in writing one-, two-, and three-syllable words.
 - b. Use conventional spelling for high-frequency words, including irregular words.
 - c. Consult reference materials including a dictionary and thesaurus, as needed to check and correct spellings.
 - d. Write legibly in manuscript; write all lower case cursive letters.
- 3.FL.F.5-** Read with sufficient accuracy and fluency to support comprehension.
- a. Read grade-level text with purpose and understanding.
 - b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
 - c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

Speaking and Listening Standards:

- *3.SL.CC.1-** Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.
- *3.SL.CC.3-** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- *3.SL.PKI.6-** Speak in complete sentences, when appropriate to task and situation, to provide requested detail or clarification.
- 3.SL.PKI.4-** Report on a topic or text with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Writing Standards:

- 3.W.TTP.1** Write opinion pieces on topics or texts, supporting a point of

	<p>view with reasons.</p> <p>3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources to answer a question; with support; take brief notes on sources and sort evidence into provided categories.</p> <p>3.W.RBPK.9 Include evidence from literary or informational texts, applying grade 3 standards for reading.</p> <p>3.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency.</p> <p>3.W.PDW.6 With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3</p>		
Fourth	<p>Reading Standards:</p> <p>3.RL.IKI.9- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p> <p>3.RI.IKI.9- Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>Review all other RL and RI standards.</p> <p>Writing Standards:</p> <p>3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>3.W.PDW.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>3.W.RBPK.7 Conduct short research projects that build general knowledge about a topic.</p> <p>3.W.RBPK.8 Recall information from experiences or gather information from print and digital sources to answer a question; with support; take brief notes on sources and sort evidence into provided categories.</p> <p>3.W.RBPK.9 Include evidence from literary or informational texts, applying grade 3 standards for reading.</p> <p>3.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences; promote writing fluency</p> <p>3.W.PDW.6 With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3</p>	<p>I can: (Reading)</p> <ul style="list-style-type: none"> • Determine main idea and supporting details • Compare and contrast the important points between texts • Describe cause and effect • Determine the problem and solution • Describe story elements <p>I can: (Writing)</p> <ul style="list-style-type: none"> • Use previous taught writing skills to write a text based on research • Produce clear and appropriate writing • Plan, revise, and edit writing with support from peers and adults <p>I can: (Speaking and Listening)</p> <ul style="list-style-type: none"> • Discuss different topics and texts with peers • Retell an experience or story with facts and relevant details <p>I can (Language)</p> <ul style="list-style-type: none"> • Explain and use adverbs • Use spelling patterns for one, two, and three syllable words 	<p>McGraw Hill Reading Wonders</p> <p>HMH Into Reading</p> <p>i-Ready i-Ready Teacher Toolbox</p>

	<p><u>Speaking and Listening Standards:</u></p> <p>*3.SL.CC.1- Prepare for collaborative discussions on 3rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly.</p> <p>3.SL.CC.2- Determine the main ideas and supporting details of a text presented in diverse media such as visual, quantitative, and oral formats.</p> <p>*3.SL.CC.3- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>3.SL.PKI.4- Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>3.SL.PKI.5- Add audio or visual elements, when appropriate, to emphasize or enhance certain facts or details.</p> <p>*3.SL.PKI.6- Speak in complete sentences, when appropriate to task and situation, to provide requested detail or clarification.</p> <p><u>Language Standards:</u></p> <p>3.FL.SC.6- Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <ol style="list-style-type: none"> Explain the function of adverbs as used in general and particular sentences. Form and use comparative and superlative adverbs correctly. Use commas in addresses. <p>3.FL.WC.4- Know and apply grade-level phonics and word analysis skills when encoding words; write legibly</p> <ol style="list-style-type: none"> Use spelling patterns and generalizations in writing one-, two-, and three-syllable words. Use conventional spelling for high-frequency words, including irregular words. Consult reference materials including a dictionary and thesaurus, as needed to check and correct spellings. Write legibly in manuscript; write all lower and upper case cursive letters. <p>3.FL.F.5- Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 	<ul style="list-style-type: none"> Form and use possessives 	
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Second Grade ELA Scope & Sequence

Quarter	Standard	Learning Target	Resources
First	<p>2.FL.PWR.3 Know and apply grade level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>2.FL.WC.4 Know and apply grade level phonics and word analysis skills when encoding words; write legibly.</p> <p>2. FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>2 RL.KID.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p> <p>2.RL.KID.3 Describe how characters in a story respond to major events and challenges.</p> <p>2. RL.CS.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.</p> <p>2.RL.IKI.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>2.W.TTP.3 Write narratives recounting an event or short sequence of events.</p> <p>2.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>2.FL.VA.7a Determine and clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>2.FL.VA.7b Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>2.RI.KID.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p> <p>2.RI.KID.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text.</p> <p>2.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>2.SL.CC.1 Participate with varied peers and adults in collaborative</p>	<p>I can: (Reading)</p> <ul style="list-style-type: none"> • Distinguish between long and short vowels when reading one-syllable words • Know spelling-sound correspondences for common vowel teams • Decode regularly spelled two-syllable words with long vowels • Decode grade-level texts with purpose and understanding • Read with sufficient accuracy and fluency to support comprehension • Read grade-level text orally with accuracy, appropriate rate, using expression • Ask and answer questions to demonstrate understanding of the text • Describe how characters respond to challenges • Describe the structure of a story • Use information from illustrations and the text to understand characters, setting, and plot • Determine the meaning of a new word when a known prefix is added to a known word • Use a known root word to determine meaning of an unknown word with the same root • Determine the meaning of words and phrases • Identify and explain how illustrations and words contribute to and clarify a text • Ask and answer questions about what a speaker says to gather or clarify information <p>I can: (Language)</p> <ul style="list-style-type: none"> • Recognize and read grade-appropriate irregularly spelled words • Use conventional spelling for one syllable words including blends, long vowel teams, r-controlled vowels, plurals, and possessive nouns • Use collective nouns • Form and use frequently occurring irregular plural nouns • Produce and expand simple sentences • Use common coordinating conjunctions • Capitalize holidays, product names, and geographic names <p>I can: (Writing)</p> <ul style="list-style-type: none"> • Print legibly in manuscript 	<p>McGraw Hill Reading Wonders</p> <p>HMH Into Reading</p> <ul style="list-style-type: none"> • Social Studies Weekly • Scholastic News • BrainPOP Jr.

	<p>conversations in small or large groups about appropriate 2nd grade topics and texts.</p> <p>2.SL.CC.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.</p> <p>2.SL.PK1.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<ul style="list-style-type: none"> • Write most common, frequently used words • Write a narrative recounting details using time-order words • Produce clear and coherent writing • Identify the main topic of a text • Identify and explain how illustrations and words contribute to and clarify a text • Speak in complete sentences and provide clarification 	
Second	<p>2.FL.PWR.3 Know and apply grade level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>2.FL.WC.4 Know and apply grade level phonics and word analysis skills when encoding words; write legibly.</p> <p>2. FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>2 RL.KID.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p> <p>2. RL.CS.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.</p> <p>2.RL.IK1.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. doe</p> <p>2.RI.KID.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p> <p>2.RI.KID.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within a text.</p> <p>2.RI.KID.3 Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.</p> <p>2.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>2.RI.CS.5 Know and use various text features to locate key facts or information in a text efficiently.</p> <p>2.RI.CS.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>2.RI.IK1.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English</p>	<p>I can: (Reading)</p> <ul style="list-style-type: none"> • Distinguish between long and short vowels when reading one-syllable words • Know spelling-sound for common vowel teams • Decode regularly spelled two-syllable words with long vowels • Read grade-appropriate irregularly spelled words • Describe the overall structure of a story, including the beginning, middle, and end • Use information from illustrations and text to demonstrate understanding of characters, setting, and plot • Compare and contrast the most important points of two informational texts • Identify the author's main purpose of a text • Locate the key facts and information in a text • Determine the meaning of a new word formed when a known prefix is added to a known word • Use a root word as a clue to the meaning of an unknown word with the same root word • Recount or describe key ideas or details from a text read aloud or information or clarify something that is not understood <p>I can: (Language)</p> <ul style="list-style-type: none"> • Use conventional spelling for blends, long vowel teams, r-controlled vowels, plurals, and possessive nouns • Use and identify various types of verbs • Form and use the past tense of frequently occurring irregular verbs • Produce, expand, and rearrange simple and compound sentences • Use common coordinating conjunctions • Use context clues to determine the meaning of words • Interpret compound words • Distinguish shades of meaning among closely related words 	<p>McGraw Hill Reading Wonders</p> <p>HMH Into Reading</p> <ul style="list-style-type: none"> • Social Studies Weekly • Scholastic News • BrainPOP Jr. <p style="text-align: right;">60</p>

	<p>grammar and usage, including capitalization and punctuation, when writing.</p> <p>2.FL.VA.7a Determine and clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>2.FL.VA.7b Demonstrate understanding of word relationships and nuances in word meanings</p> <p>2.W.TTP.2 Write informative/explanatory texts.</p> <p>2.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and strengthen writing as needed by revising and editing.</p> <p>2.W.RBPK. 8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>2.SL.CC.1 Participate the varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.</p> <p>2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information or clarify something that is not understood.</p> <p>2.SL.CC.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.</p> <p>2.SL.PK1.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>2.SL.PK1.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>I can: (Writing)</p> <ul style="list-style-type: none"> • Write most common, frequently used words • Print legibly in manuscript • Read grade-level text orally with accuracy, appropriate rate, using expression • Identify the main topic of a text as well as the focus of specific paragraphs within a text • Introduce a topic in writing • Provide a concluding statement or section in writing • Focus on a topic, respond to questions and suggestions from peers, and strengthen writing as by editing • Ask and answer questions about what a speaker says to gather information or to clarify • Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences • Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification 	
Third	<p>2.FL.PWR.3 Know and apply grade level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>2.FL.WC.4 Know and apply grade level phonics and word analysis skills when encoding words; write legibly.</p> <p>2.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>2.RL.KID.1 Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p> <p>2.RL.KID.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>2.RL.KID.3 Describe how characters in a story respond to major events and</p>	<p>I can: (Reading)</p> <ul style="list-style-type: none"> • Distinguish between long and short vowels when reading one-syllable words • Know spelling-sound correspondences for common vowel teams • Decode regularly spelled two-syllable words with long vowels • Recognize and read grade-appropriate irregularly spelled words • Decode grade-level texts with purpose and understanding. • Spell words with suffixes that require consonant doubling, dropping silent -e, and changing y to i • Read grade-level text with purpose and understanding. • Read grade-level text orally with accuracy, appropriate rate, 	<p>McGraw Hill Reading Wonders</p> <p>HMH Into Reading</p> <ul style="list-style-type: none"> • Social Studies Weekly • Scholastic News • BrainPOP Jr. <p style="text-align: right;">61</p>

<p>challenges.</p> <p>2.RL.CS.4 Describe how words and phrases supply meaning in a story, poem, or song.</p> <p>2. RL.CS.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.</p> <p>2. RL.CS.6 Determine when characters have different points of view.</p> <p>2.RL.IKI.7 Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>2.RI.KID.3 Describe the connections between a series of historical events, scientific ideas, or steps in a process in a text.</p> <p>2.RI.IKI.9 Compare and contrast the most important points presented by two texts on the same topic.</p> <p>2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>2.FL.VA.7a Determine and clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>2.FL.VA.7b Demonstrate understanding of word relationships and nuances in word meanings</p> <p>2.W.TTP.1 Write opinion pieces on topics or texts</p> <p>2.W.PDW.6 With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.</p> <p>2.W.RBPK.7 Participate in shared research and writing projects, such as exploring a number of books on a single topic or engaging in science experiments to produce a report.</p> <p>2.W.RBPK. 8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>2.SL.CC.1 Participate the varied peers and adults in collaborative conversations in small or large groups about appropriate 2nd grade topics and texts.</p> <p>2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information or clarify something that is not understood.</p>	<p>using expression</p> <ul style="list-style-type: none"> • Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral • Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action • Use information gained from illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot • Compare and contrast the most important points in two texts on the same topic • Determine when characters have different points of view <p>I can: (Language)</p> <ul style="list-style-type: none"> • Use conventional spelling for blends, long vowel teams, r-controlled vowels, plurals, and possessive nouns • Use conventional spelling for regular two and three syllable words containing combined syllable types, compounds, and common prefixes and suffixes • Form and use the past tense of irregular verbs • Use and identify pronouns • Use reflexive pronouns such as myself and ourselves <p>I can: (Writing)</p> <ul style="list-style-type: none"> • Write most common, frequently used words • Print legibly in manuscript • Introduce a topic, state an opinion, supply reasons to support opinion, and provide a concluding statement • Use digital tools to produce and publish writing • Participate in collaborative conversations about appropriate 2nd grade topics and texts • Recount or describe key ideas or details from a text read aloud or information or clarify something that is not understood • Add audio or visual elements to stories or recounts of experiences to clarify ideas, thoughts and feelings • Speak in complete sentences to provide requested detail or clarification 	<p>62</p>
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	<p>2.SL.CC.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood.</p> <p>2.SL.PKI.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>2.SL.PKI.5 Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts and feelings</p> <p>2.SL.PKI.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>		
Fourth	<p>2.FL.PWR.3 Know and apply grade level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>2.FL.WC.4 Know and apply grade level phonics and word analysis skills when encoding words; write legibly.</p> <p>2. FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>2.RL.CS.4 Describe how words and phrases supply meaning in a story, poem, or song.</p> <p>2. RL.CS.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.</p> <p>2. RL.CS.6 Determine when characters have different points of view.</p> <p>2.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency.</p> <p>2.W.TTP.2 Write informative/explanatory texts.</p> <p>2.W.PDW.6 With guidance and support from adults, and in collaboration with peers, use a variety of digital tools to produce and publish writing.</p> <p>2.W.RBPK.7 Participate in shared research and writing projects, such as exploring a number of books on a single topic or engaging in science experiments to produce a report.</p> <p>2.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency.</p> <p>2.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p>	<p>I can: (Reading)</p> <ul style="list-style-type: none"> • Use conventional spelling for less common vowel teams for long vowels and vowel-r combinations • Describe how words and phrases supply meaning in a story or poem • Determine when characters have different points of view • Read and comprehend stories and poems with text complexity • Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases • Describe how reasons support specific points an author makes in a text • Describe how reasons support specific points an author makes in a text throughout grade 2-3 text complexity band proficiently <p>I can: (Language)</p> <ul style="list-style-type: none"> • Identify words with inconsistent but common spelling-sound correspondences • Use adjectives and adverbs to respond to text <p>I can: (Writing)</p> <ul style="list-style-type: none"> • Use a variety of digital tools to produce and publish writing • Engage in writing activities to promote writing fluency • Describe how reasons support specific points an author makes in a text • Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts, and feelings 	<p>McGraw Hill Reading Wonders</p> <p>HMH Into Reading</p> <ul style="list-style-type: none"> • Social Studies Weekly • Scholastic News • BrainPOP Jr.

<p>2.FL.VA.7a Determine and clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>2.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p> <p>2.RI.IK1.7 Identify and explain how illustrations and words contribute to and clarify a text</p> <p>2.RL.IK1.9 Compare and contrast two or more versions of the same story by different authors or different cultures.</p> <p>2.RL.RRTC.10 Read and comprehend stories and poems throughout the grades 2-3 text complexity band proficiently, with scaffolding at the high end as needed.</p> <p>2.RI.IK1.8 Describe how reasons support specific points an author makes in a text.</p> <p>2.RI.RRTC.10 Read and comprehend stories and informational texts throughout the grades 2-3 complexity band proficiently, with scaffolding at the high end as needed.</p> <p>2.SL.CC.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>2.SL.PK1.5 Add audio or visual elements to stories or recounts of experiences, when appropriate, to clarify ideas, thoughts and feelings.</p>		
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First Grade ELA Scope & Sequence

Quarter	Standard	Learning Target	Resources
First	<p>1.FL.PC.1 Demonstrate an understanding of the organization and basic features of print.</p> <p>1.FL.PA.2 Demonstrate an understanding of spoken words, syllables, and sound. (phoneme)</p> <p>1.FL. SC.6 Demonstrate the command of the conventions of standard English grammar and usage when speaking and conventions of English grammar and usage, including capitalization and punctuation with writing.</p> <p>1.FL. VA.7b With guidance and support from adults; demonstrate understanding of word relationships and nuances in word meanings.</p> <p>1.RL.KID.1 Ask and answer questions about key details in a text.</p> <p>1.RL.KID.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>1.RL. KID.3 Using graphic organizers or including written details and illustrations when developing appropriate, describe characters, settings, and major events in a story using key details.</p> <p>1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1st grade topics and texts.</p> <p>1.SL.PK1.6 With prompting and support, speak in complete sentences when appropriate to task and situation.</p> <p>1.W.PDW.4 With guidance and proper support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>1.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.</p> <p>1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p>	<p>I can:</p> <ul style="list-style-type: none"> • Recognize the difference between a complete sentence and a sentence fragment • Produce and recognize short vowel sounds in single syllable words • Blend sounds to produce single syllable words and distinguish between beginning, middle, and ending sounds • Decode regularly spelled one syllable words • Identify nouns as a person, place, or thing • Recognize commas in a series • Demonstrate the use of inflectional endings to change the meaning of a word (-ed) • Identify real-life connections between words and their use <p>I can:</p> <ul style="list-style-type: none"> • Demonstrate understanding of text by key details, retelling, and ask/answer questions • Use graphic organizers to describe characters, settings, and major events in a story <p>I can:</p> <ul style="list-style-type: none"> • Engage in conversation with my teacher and peers while staying on topic • Respond to text and conversation using complete sentences • Write complete sentences about text <p>I can:</p> <ul style="list-style-type: none"> • Use writing prompts to correctly write sentences and stories related to given topics • Use phonics skills to write legible sentences and decode words 	<p>McGraw Hill Reading Wonders</p> <p>HMH Into Reading</p> <p>Saxon Reading Foundations</p>

<p>Second</p>	<p>1.FL.PA.2 Demonstrate an understanding of spoken words, syllables, and sound. (phonemes)</p> <p>1.FL.PWR.3 Know and apply grade level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>1.FL. SC.6 Demonstrate the command of the conventions of standard English grammar and usage when speaking and conventions of English grammar and usage, including capitalization and punctuation, when writing.</p> <p>1.FL.PC.1 Demonstrate an understanding of the organization and basic features of print.</p> <p>1.RL.IK1.7 Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, and events.</p> <p>1.RL.IK1.9 Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate.</p> <p>1.RI.CS.5 Know and use various text features to locate key facts or information in a text.</p> <p>1.RI.KID.2 Identify the main topic and retell key details of a text.</p> <p>1.RL.CS.5 Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.</p> <p>1.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.</p> <p>1.SI.CC.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>1.FL. VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>1.W.RBPK.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>1.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.</p> <p>1.RI.IK1.8 Identify the reasons an author provides to support points in a text.</p> <p>1.RL.CS.6 Identify who is telling the story at various points in a text.</p> <p>1.FL.WC.4 Know and apply grade-level phonics and word analysis skills</p>	<p>I can:</p> <ul style="list-style-type: none"> • Produce and recognize short and long vowel sounds in multisyllabic words • Produce and recognize digraphs and blends in multisyllabic words • Recognize and produce the final e in long vowel words • Recognize and read irregularly spelled words <p>I can:</p> <ul style="list-style-type: none"> • Use singular and plural nouns with correct verbs in a sentence • Use past, present, and future verbs (action and being) • Use commas in dates and a series • Use common, proper, and possessive nouns • Demonstrate the use of inflectional endings to change the meaning of a word (-ed, -ing) <p>I can:</p> <ul style="list-style-type: none"> • Correctly write a complete sentence <p>I can:</p> <ul style="list-style-type: none"> • Use illustrations and words to describe characters, setting, or events in a story • Distinguish between the main topic and key details of a text • Compare and contrast details and characters in a story • Make predictions and identify cause and effect using text <p>I can:</p> <ul style="list-style-type: none"> • Ask and answer questions about key details • Sequence events in a story <p>I can:</p> <ul style="list-style-type: none"> • Identify real-life connections between words and their use <p>I can:</p>	<p>McGraw Hill Reading Wonders</p> <p>HMH Into Reading</p> <p>Saxon Reading Foundations</p> <p style="text-align: right;">66</p>
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	<p>when encoding words; write legibly.</p> <p>1.RL.RRTC.10 With prompting and proper support, read stories and poems at appropriate complexity for grade 1.</p>	<ul style="list-style-type: none"> • Create and present a book report <p>I can:</p> <ul style="list-style-type: none"> • Use writing prompts to correctly write stories and paragraphs related to given topics <p>I can:</p> <ul style="list-style-type: none"> • Identify the author’s purpose in writing text • Use phonics skills to write legible sentences and decode words • Read and comprehend a variety of grade appropriate genre 	
Third	<p>1.FL.PA.2 Demonstrate an understanding of spoken words, syllables, and sound. (phonemes)</p> <p>1.FL. SC.6 Demonstrate the command of the conventions of standard English grammar and usage when speaking and conventions of English grammar and usage, including capitalization and punctuation, when writing.</p> <p>1.RL.CS.4 Identify words and phrases in stories and poems that suggest feelings or appeal to the senses.</p> <p>1.FL.PC.1 Demonstrate an understanding of the organization and basic features of print.</p> <p>1.FL.PWR.3 Know and apply grade level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>1.SL.PK1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies.</p> <p>1.FL. VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>I can:</p> <ul style="list-style-type: none"> • Produce and recognize long vowel patterns. • Produce and recognize r controlled vowels and diphthongs (ou/ow, oi/oy) <p>I can:</p> <ul style="list-style-type: none"> • Use frequently occurring adjectives, articles, adverbs, prepositions, and conjunctions • Capitalize names of people and dates • End sentences with correct punctuation • Use commas in dates and a series <p>I can:</p> <ul style="list-style-type: none"> • Properly write a complete sentence <p>I can:</p> <ul style="list-style-type: none"> • Recognize and properly use words with inflected ending (-er) <p>I can:</p> <ul style="list-style-type: none"> • Retell the key details of a story or event • Sequence events in a story <p>I can:</p> <ul style="list-style-type: none"> • Read with accuracy and fluency to support comprehension 	<p>McGraw Hill Reading Wonders</p> <p>HMH Into Reading</p> <p>Saxon Reading Foundations</p> <p style="text-align: right;">67</p>

<p>1.FL.VA.7c Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.</p> <p>1.RI.CS.4 Determine the meaning of words and phrases in a text relevant to a grade 1 topic or subject area.</p> <p>1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>1.FL.PC.1 Demonstrate an understanding of the organization and basic features of print.</p> <p>1.RL.IKI.7 Either orally or in writing when appropriate, use illustrations and words in a text to describe its characters, setting, and events.</p> <p>1.RL.IKI.9 Compare and contrast the adventures and experiences of characters in stories including written details and illustrations when developmentally appropriate.</p> <p>1.RL.KID.1 Ask and answer questions about key details in a text.</p> <p>1.RI.CS.5 Know and use various text features to locate key facts or information in a text.</p> <p>1.RI.KID.2 Identify the main topic and retell key details of a text.</p> <p>1.RL.CS.5 Explain major differences between books that tell stories and books that give information, drawing on a wide range of text types.</p> <p>1.W.TTP.1 With prompting and support, write opinion pieces introducing the topic or text.</p> <p>1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>1.RL.RRTC.10 With prompting and proper support, read stories and poems at appropriate complexity for grade 1.</p> <p>1.W.PDW.4 With guidance and proper support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>1.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.</p> <p>1.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.</p>	<ul style="list-style-type: none"> • Read text orally with appropriate fluency • Reread text for understanding <p>I can:</p> <ul style="list-style-type: none"> • Use affixes to determine word meaning • Demonstrate knowledge of word relationships • Use picture and context clues to understand the meaning of unfamiliar words <p>I can:</p> <ul style="list-style-type: none"> • Identify and use abbreviations for words • Identify compound words <p>I can:</p> <ul style="list-style-type: none"> • Use illustrations and words to describe characters, setting, or events in a story • Distinguish between the main topic and key details of a text • Compare and contrast details and characters in a story • Make predictions and identify cause and effect using text • Identify the problem and solution in a text <ul style="list-style-type: none"> • Write a paragraph stating my opinion on a given topic • Use phonics skills to write legible sentences and decode words • Read and comprehend a variety of grade appropriate genres <p>I can:</p> <ul style="list-style-type: none"> • Revise and edit writing as needed <p>I can:</p> <ul style="list-style-type: none"> • Research topics using the internet • Publish writing assignments 	<p style="text-align: right;">68</p>
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Fourth	<p>1.W.TTP.1 With prompting and support, write opinion pieces introducing the topic or text, stating an opinion supplying a reason for the opinion, & providing some sense of closure.</p> <p>1.W.TTP.2 With prompting and support, write informative/explanatory texts, naming a topic, supplying some facts about the topic, and providing some sense of closure.</p> <p>1.W.TTP.3 With prompting and support, write narratives recounting an event, including some details to describe actions, thoughts, and feelings; use time order words to signal event order and provide some sense of closure. 1.RI.CS.5 Know and use various text features to locate key facts or information in a text. 1.W.PDW.4 With guidance and proper support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>1.W.PDW.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from others, and add details to strengthen writing as needed.</p> <p>1.W.PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and publish writing.</p> <p>1.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.</p> <p>1.RI.IKI.8 Identify the reasons an author provides to support points in a text. 1.RL.CS.6 Identify who is telling the story at various points in a text. 1.RL.KID.1 Ask and answer questions about key details in a text.</p> <p>1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.</p> <p>1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. 1.RL.RRTC.10 With prompting and proper support, read stories and poems at appropriate complexity for grade 1.</p>	<p>I can:</p> <ul style="list-style-type: none"> • Use writing prompts to correctly write stories and paragraphs related to given topics <p>I can:</p> <ul style="list-style-type: none"> • Identify the author’s purpose in writing text • Identify the theme of a selected text <p>I can:</p> <ul style="list-style-type: none"> • Make predictions and identify cause and effect using text • Ask questions to comprehend text • Use phonics skills to write legible sentences and decode words <p>I can:</p> <ul style="list-style-type: none"> • Read with accuracy and fluency to support comprehension • Read text orally with appropriate fluency • Reread text for understanding <p>I can:</p> <ul style="list-style-type: none"> • Identify cause and effect <p>I can:</p> <ul style="list-style-type: none"> • Read and comprehend a variety of grade appropriate genres • Use phonics skills to write legible sentences and decode words • Identify compound words • Identify and use abbreviations for words <p>I can:</p> <ul style="list-style-type: none"> • Read with accuracy and fluency to support comprehension • Read text orally with appropriate fluency • Reread text for understanding <p>I can:</p>	<p>McGraw Hill Reading Wonders</p> <p>HMH Into Reading</p> <p>Saxon Reading Foundations</p> <p style="text-align: right;">69</p>
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	<p>1.FL. SC.6 Demonstrate the command of the conventions of standard English grammar and usage when speaking and conventions of English grammar and usage, including capitalization and punctuation, when writing.</p> <p>1.FL.PA.2 Demonstrate an understanding of spoken words, syllables, and sound. (phonemes)</p> <p>1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibility from an array of strategies.</p>	<ul style="list-style-type: none"> • Use personal, possessive, and indefinite pronouns • Use commas in dates, friendly letters, and a series • Recognize frequently occurring prepositions • Use proper and possessive nouns • Demonstrate the use of inflectional endings to change the meaning of a word (-ed) <p>I can:</p> <ul style="list-style-type: none"> • Produce and recognize vowel teams <p>I can:</p> <ul style="list-style-type: none"> • Use affixes to determine word meaning 	
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Kindergarten

ELA Scope & Sequence

Quarter	Standard	Learning Target	Resources
First	<p>K.FL.PC.1 Demonstrate understanding of the organization and basic features of print.</p> <p>K. FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds(phonemes).</p> <p>K.FL.PWR.3 Know and apply grade level phonics and words analysis skills when decoding isolated words and in connected text.</p> <p>K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words legibly.</p> <p>K.RL KID 1 With prompting and support ask and answer questions about key details in a text.</p> <p>K.RI KID.2 With prompting and support , orally identify the main topic & retell key details of a text.</p> <p>K. RL. CS.4 With prompting and support, ask and answer questions about unknown words in text.</p> <p>K. RL. CS.5 Recognize common types of text.</p> <p>K. RL. CS.6 With prompting and support, define the role of authors and illustrators in the telling of a story.</p> <p>K.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear.</p> <p>K.RL.IKI.9 With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>K. RL. IKI. 7 With prompting and support, orally describe the relationships between illustrations and the story in which they appear.</p>	<p>I can:</p> <ul style="list-style-type: none"> ● Follow words from left to right, top to bottom, and page by page ● Recognize that spoken words are represented in written language by specific sequences of letters ● Understand that words are separated by spaces in print ● Distinguish between pictures and words ● Recognize and name all upper and lower-case letters of the alphabet ● Recognize rhyming words ● Segment sentences ● Identify and blend syllables in words ● Blend phonemes ● Blend and segment onsets and rimes of single-syllable spoken words ● Isolate and pronounce the initial, medial vowel, and the final sounds in three-phoneme words (beginning) ● Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing sounds for consonants (Mm, Aa, Ss,Pp) ● Write a letter or letters for most consonant and short-vowel sounds (Mm, Aa, Ss, Pp) ● Spell simple words phonetically, drawing on knowledge of sound-letter relationships ● Associate the long and short sounds with common spellings for the five major vowels ● Identify and sort pictures of objects by initial sounds ● Read common high-frequency words by sight (l, am, can, the, we, see, yellow, red ,blue, green, purple, brown, pink, like, a,see) ● Participate in collaborative conversations about kindergarten topics and texts ● Demonstrate understanding of a text or 	<p>McGraw Hill Reading Wonders</p> <p>HMH Into Reading</p> <p>Books aligning to the ELA standards from the LES library</p> <p>Reading Eggs</p> <p>Starfall.com</p> <p>ABCYA.com</p>

<p>K.RL.IK1.9 With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>K. RL. RRTC.10 With prompting and support, read stories and poems of appropriate complexity for kindergarten.</p> <p>K.W.TTP.1 With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.</p> <p>K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and /or writing to compose an informative/explanatory text.</p> <p>K. W. PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing.</p> <p>K.W.RBPK.7 Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.</p> <p>K.W.RBPK. 8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build stamina.</p> <p>K.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>K.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</p> <p>R.FL.VA.7b With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>K. FL VA.7c Use word and phrases acquired through conversations, reading and being read to, and responding to text.</p> <p>K.RI.CS.6 With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.</p> <p>K.RI. KID.1 With prompting and support, ask and answer questions about key details in text.</p>	<p>information by asking and answering questions</p> <ul style="list-style-type: none"> • Ask for help if something is not understood • Read and understand emergent texts. • Use drawing, dictating to create informational/explanatory texts • Explain my writing • Capitalize the first word in a sentence and the pronoun I • Identify frequently occurring nouns • Participate in group reading activities • Identify the front, back and title of a text • Name the author and illustrator of a story and define the role of each in telling the story • Compare and contrast characters in familiar stories • Retell a story with guidance and support. • Identify real-life connections between words and their use • Describe the relationship between illustrations and the story in which they appear • Identify the characteristics of a fantasy. • Understand the characteristics of informational text • Use the text feature photographs to learn more information • Apply the comprehension strategy Ask and Answer Questions • With guidance gather information to answer a question • Use words and phrases acquired through conversations, reading and being read to and responding to text • Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text) • Participate in shared research and writing projects • Produce and expand sentences in shared language activities • Sort common objects into categories to gain a sense of the concepts the categories represent 	<p style="text-align: right;">72</p>
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	<p>K.RI.KID.2 With prompting and support, orally identify the main topic & retell key details of a text.</p> <p>K.RI.KID.3 With prompting and support, orally identify the connection between two individuals , events, ideas, or pieces of information in a text.</p> <p>K. SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate kindergarten topics.</p> <p>K.SL.CC.2 Confirm 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.</p> <p>K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>K.SL.PKI. 5 Add drawings or other visual displays of descriptions as desired to provide additional detail.</p> <p>K.SL.PKI.6 With guidance and support, express thoughts, feelings, and ideas through speaking.</p>		
Second	<p>K.FL.PC.1 Demonstrate understanding of the organization and basic features of print.</p> <p>K. FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds(phonemes).</p> <p>K.FL.PWR.3 Know and apply grade level phonics and words analysis skills when decoding isolated words and in connected text.</p> <p>K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words legibly.</p> <p>K.RL KID 1 With prompting and support ask and answer questions about key details in a text.</p> <p>K.RI KID.2 With prompting and support , orally identify the main topic & retell key details of a text.</p>	<p>I can:</p> <ul style="list-style-type: none"> ● Follow words from left to right, top to bottom, and page by page ● Recognize that spoken words are represented in written language by specific sequences of letters ● Understand that words are separated by spaces in print ● Distinguish between pictures and words. ● Recognize and name all upper and lower-case letters of the alphabet ● Recognize and begin to produce rhyming words ● Identify and blend syllables in words ● Blend phoneme two to three phonemes into recognizable words ● Blend and segment onsets and rimes of single-syllable spoken words ● Isolate and pronounce the initial, medial vowel, and the final sounds in 	<p>McGraw Hill Reading Wonders</p> <p>HMH Into Reading</p> <p>Books aligning to the ELA standards from the LES library</p> <p>Reading Eggs</p> <p>Starfall.com</p> <p>ABCYA.com</p> <p style="text-align: right;">73</p>

<p>K. RL. CS.4 With prompting and support, ask and answer questions about unknown words in text.</p> <p>K. RL. CS.5 Recognize common types of text.</p> <p>K. RL. CS.6 With prompting and support, define the role of authors and illustrators in the telling of a story.</p> <p>K.RI. KID.1 With prompting and support, ask and answer questions about key details in text.</p> <p>K.RI.KID.2 With prompting and support, orally identify the main topic & retell key details of a text.</p> <p>K.RI.KID.3 With prompting and support, orally identify the connection between two individuals , events, ideas, or pieces of information in a text.</p> <p>K.RI.IK1.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear.</p> <p>K.RI.IK1.8 With prompting and support, identify the reasons an author provides to support points in a text.</p> <p>K.RL.IK1.9 With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>K.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for kindergarten.</p> <p>K.W.TTP.1 With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.</p> <p>K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and /or writing to compose a informative/explanatory text.</p> <p>K.W.TTP.3 With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.</p> <p>K. W. PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing.</p> <p>K.W.RBPK.7 Participate in shared research and writing projects, such as reading a number</p>	<p>three-phoneme words (ending)</p> <ul style="list-style-type: none"> • Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing sounds for consonants (Tt, li,Nn,Cc,Oo,Dd) • Write a letter or letters for most consonant and short-vowel sounds (Tt,li,Nn,Cc,Oo,Dd) • Spell simple words phonetically, drawing on knowledge of sound-letter relationships • Associate the long and short sounds with common spellings for the five major vowels • Identify and sort pictures of objects by initial sounds (Tt li ,Nn, Cc ,Oo ,Dd, Hh) • Read common high-frequency words by sight (black, a, to, and, go, you, do, orange, gray, white). • Participate in collaborative conversations about kindergarten topics and texts. • Demonstrate understanding of a text or information by asking and answering questions • Ask for help if something is not understood • Read and understand emergent texts. • Use drawing, dictating to create informational/explanatory and narrative texts • Explain my writing • Capitalize the first word in a sentence and the pronoun I • Recognize and name end punctuation. • Identify sentences • Write a personal narrative sentence. • Identify frequently occurring nouns and verbs • Identify describing words • Identify pronouns • Participate in group reading activities • Identify the front, back and title of a text • Name the author and illustrator of a story and define the role of each in telling the story • Identify author's purpose • Compare and contrast characters in familiar stories 	<p style="text-align: right;">74</p>
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<p>of books by a favorite author and expressing opinions about them.</p> <p>K.W.RBPK. 8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build stamina.</p> <p>K.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>K.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</p> <p>R. FL.VA. 7a Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on kindergarten conversations, reading , and content.</p> <p>R.FL.VA.7b With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>K. FL VA.7c Use word and phrases acquired through conversations, reading and being read to, and responding to text.</p> <p>K.RI.CS.6 With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.</p> <p>K. SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate kindergarten topics.</p> <p>K.SL.CC.2 Confirm 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.</p> <p>K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>K.SL.PKI. 5 Add drawings or other visual displays of descriptions as desired to provide additional detail.</p> <p>K.SL.PKI.6 With guidance and support, express thoughts, feelings, and ideas through speaking.</p>	<ul style="list-style-type: none"> ● Identify characters and setting in texts ● Retell a story with guidance and support ● Identify real-life connections between words and their use ● Describe the relationship between illustrations and the story in which they appear ● Identify the characteristics of a fantasy. ● Understand the characteristics of informational text ● Use the text feature photographs to learn more information ● Apply the comprehension strategy Ask and Answer Questions ● With guidance gather information to answer a question ● Use words and phrases acquired through conversations, reading and being read to and responding to text. ● Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text) ● Participate in shared research and writing projects ● Produce and expand sentences in shared language activities ● Sort common objects into categories to gain a sense of the concepts the categories represent ● Add drawings or other visual displays to descriptions to provide additional detail 	<p style="text-align: right;">75</p>
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Third	<p>K.FL.PC.1 Demonstrate understanding of the organization and basic features of print.</p> <p>K. FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds(phonemes).</p> <p>K.FL.PWR.3 Know and apply grade level phonics and words analysis skills when decoding isolated words and in connected text.</p> <p>K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words legibly.</p> <p>K.RL. KID. 1 With prompting and support ask and answer questions about key details in a text.</p> <p>K.RI KID.2 With prompting and support , orally identify the main topic & retell key details of a text.</p> <p>K.RI.KID.3 With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>K. RL. CS.4 With prompting and support, ask and answer questions about unknown words in text.</p> <p>K. RL. CS.5 Recognize common types of text.</p> <p>K. RL. CS.6 With prompting and support, define the role of authors and illustrators in the telling of a story.</p> <p>K.RI.IK1.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear.</p> <p>K.RI.IK1.8 With prompting and support, identify the reasons an author provides to support points in a text.</p> <p>K.RI.IK1.9 With prompting and support, orally identify the basic similarities and differences between two texts on the same topic.</p> <p>K.RL.IK1.9 With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.</p>	<p>I can:</p> <ul style="list-style-type: none"> ● Follow words from left to right, top to bottom, and page by page ● Recognize that spoken words are represented in written language by specific sequences of letters ● Understand that words are separated by spaces in print ● Distinguish between pictures and words ● Recognize and name all upper and lower-case letters of the alphabet ● Recognize and begin to produce rhyming words ● Identify and blend syllables in words ● Blend phoneme two to three phonemes into recognizable words ● Blend and segment onsets and rimes of single-syllable spoken words ● Isolate and pronounce the initial, medial vowel, and the final sounds in three-phoneme words (middle) ● Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing sounds for consonants (Hh, Ee, Ff, Rr, Bb, Ll, Kk, Uu, Gg, Ww, Vv, Xx) ● Write a letter or letters for most consonant and short-vowel sounds (Hh, Ee, Ff, Rr, Bb, Ll, Kk, Uu, Gg, Ww, Vv, Xx) ● Spell simple words phonetically, drawing on knowledge of sound-letter relationships ● Associate the long and short sounds with common spellings for the five major vowels ● Identify and sort pictures of objects by initial sounds (Hh, Ee, Ff, Rr, Bb, Ll, Kk, Uu, Gg, Ww, Vv, Xx) ● Distinguish between similarly spelled words by identifying the sounds of the letters that differ ● Read common high-frequency words by sight (my, are, he, with, is, little, she, was, for, have, of, they, here, me, this, what, zero, one, two, three, four, five, six, seven, want, eight) ● Participate in collaborative conversations 	<p>McGraw Hill Reading Wonders</p> <p>HMH Into Reading</p> <p>Books aligning to the ELA standards from the LES library</p> <p>Reading Eggs</p> <p>Starfall.com</p> <p>ABCYA.com</p>
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<p>K.RL.RRTC.10 With prompting and support, read stories and poems of appropriate complexity for kindergarten.</p> <p>K.W.TTP.1 With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.</p> <p>K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and /or writing to compose a informative/explanatory text.</p> <p>K.W.TTP.3 With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.</p> <p>K.W. PDW.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed.</p> <p>K. W. PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing.</p> <p>K.W.RBPK.7 Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.</p> <p>K.W.RBPK. 8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build stamina.</p> <p>K.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p> <p>K.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</p> <p>R. FL.VA. 7a Determine or clarify the meaning of unknown and multiple- meaning words and phrases based on kindergarten conversations, reading , and content.</p>	<ul style="list-style-type: none"> • about kindergarten topics and texts • Demonstrate understanding of a text or information by asking and answering questions • Ask for help if something is not understood • Read and understand emergent texts. • Use drawing, dictating to create informational/explanatory and narrative texts • Use drawing, dictating to create an opinion text • Explain my writing • Capitalize the first word in a sentence and the pronoun I • Recognize and name end punctuation. • Identify sentences • Write a personal narrative sentence • Identify frequently occurring nouns and verbs • Identify describing words • Identify pronouns • Understand and use question words • Participate in group reading activities • Identify the front, back and title of a text • Name the author and illustrator of a story and define the role of each in telling the story • Identify author’s purpose • Compare and contrast characters in familiar stories • Identify characters, setting and major events in texts • Retell a story with guidance and support. • Identify real-life connections between words and their use • Describe the relationship between illustrations and the story in which they appear • Identify the characteristics of a fantasy. • Understand the characteristics of informational text • Use the text feature photographs to learn more information • Apply the comprehension strategy Ask and Answer Questions • With guidance gather information to answer a question 	<p style="text-align: right;">77</p>
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	<p>R.FL.VA.7b With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>K. FL.VA.7c Use word and phrases acquired through conversations, reading and being read to, and responding to text.</p> <p>K.RI.KID.1 With prompting and support, ask and answer questions about key details in text.</p> <p>K.RI.KID.2 With prompting and support, orally identify the main topic & retell key details of a text.</p> <p>K.RI.KID.3 With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>K.RI.CS.6 With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.</p> <p>K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate kindergarten topics.</p> <p>K.SL.CC.2 Confirm 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.</p> <p>K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>K.SL.PKI.4 Describe familiar people, places, things, and events and with prompting and support, provide additional detail.</p> <p>K.SL.PKI.5 Add drawings or other visual displays of descriptions as desired to provide additional detail.</p> <p>K.SL.PKI.6 With guidance and support, express thoughts, feelings, and ideas through speaking.</p>	<ul style="list-style-type: none"> • Use words and phrases acquired through conversations, reading and being read to and responding to text. • Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text) • Understand the characteristics of poetry. • Participate in shared research and writing projects • Produce and expand sentences in shared language activities • Sort common objects into categories to gain a sense of the concepts the categories represent • Add drawings or other visual displays to descriptions to provide additional detail 	<p style="text-align: right;">78</p>
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Fourth

K.FL.PC.1 Demonstrate understanding of the organization and basic features of print.

K. FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds(phonemes).

K.FL.PWR.3 Know and apply grade level phonics and words analysis skills when decoding isolated words and in connected text.

K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words legibly.

K.RL.KID 1 With prompting and support ask and answer questions about key details in a text.

K. RL. CS.4 With prompting and support, ask and answer questions about unknown words in text.

K. RL. CS.5 Recognize common types of text.

K. RL. CS.6 With prompting and support, define the role of authors and illustrators in the telling of a story.

K. RL. IKI. 7 With prompting and support, orally describe the relationships between illustrations and the story in which they appear.

K.RL.IKI.9 With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.

K. RL. RRTC.10 With prompting and support, read stories and poems of appropriate complexity for kindergarten.

K.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear.

K.RI.IKI.8 With prompting and support, identify the reasons an author provides to support

- I can**
- Follow words from left to right, top to bottom, and page by page
 - Recognize that spoken words are represented in written language by specific sequences of letters
 - Understand that words are separated by spaces in print
 - Distinguish between pictures and words
 - Recognize and name all upper and lower-case letters of the alphabet
 - Recognize and begin to produce rhyming words
 - Identify and blend syllables in words.
 - Blend phoneme two to three phonemes into recognizable words
 - Blend and segment onsets and rimes of single-syllable spoken words
 - Isolate and pronounce the initial, medial vowel, and the final sounds in three-phoneme words
 - Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing sounds for consonants (**Jj, Qu, Yy, Zz**)
 - Write a letter or letters for most consonant and short-vowel sounds (**Jj, Qu, Yy, Zz**)
 - Spell simple words phonetically, drawing on knowledge of sound-letter relationships
 - Associate the long and short sounds with common spellings for the five major vowels
 - Write and read words with long vowels.
 - Identify and sort pictures of objects by initial sounds (**Jj, Qu, Yy, Zz**)
 - Distinguish between similarly spelled words by identifying the sounds of the letters that differ
 - Read common high-frequency words by sight (**here, me, this, what, help, too has, play, where, look, good, who, come, does, nine ten**)
 - Participate in collaborative conversations about kindergarten topics and texts
 - Demonstrate understanding of a text or information by asking and answering

McGraw Hill Reading Wonders

HMH Into Reading

Books aligning to the ELA standards from the LES library

Reading Eggs

Starfall.com

ABCYA.com

<p>points in a text.</p> <p>K.RI.IK1.9 With prompting and support, orally identify the basic similarities and differences between two texts on the same topic.</p> <p>K.W.TTP.1 With prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.</p> <p>K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and /or writing to compose a informative/explanatory text.</p> <p>K.W.TTP.3 With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.</p> <p>K.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>K.W. PDW.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed.</p> <p>K. W. PDW.6 With guidance and support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing.</p> <p>K.W.RBPK.7 Participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.</p> <p>K.W.RBPK. 8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build stamina.</p> <p>K.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</p>	<p>questions</p> <ul style="list-style-type: none"> ● Ask for help if something is not understood ● Read and understand emergent texts. ● Use drawing, dictating to create informational/explanatory and narrative texts ● Use drawing, dictating to create an opinion text ● Explain my writing ● Capitalize the first word in a sentence and the pronoun I ● Recognize and name end punctuation. ● Identify sentences ● Write a personal narrative sentence ● Write sentences with prepositions ● Identify frequently occurring nouns and verbs ● Identify describing words ● Identify pronouns ● Understand and use question words ● Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) ● Participate in group reading activities ● Identify the front, back and title of a text ● Name the author and illustrator of a story and define the role of each in telling the story ● Identify author's purpose ● Compare and contrast characters in familiar stories ● Identify characters, setting and major events in texts ● Retell a story with guidance and support. ● Identify real-life connections between words and their use ● Describe the relationship between illustrations and the story in which they appear ● Identify the characteristics of a fantasy. ● Understand the characteristics of informational text ● Use the text feature photographs to learn more information ● Apply the comprehension strategy Ask and Answer Questions ● With guidance gather information to 	<p>81</p>
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<p>K.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.</p> <p>R. FL.VA. 7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten conversations, reading, and content.</p> <p>R.FL.VA.7b With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>K. FL.VA.7c Use word and phrases acquired through conversations, reading and being read to, and responding to text.</p> <p>K.FL.VA.7c Uses words and phrases acquired through conversations, reading and being read to, and responding to texts.</p> <p>K.RI. KID.1 With prompting and support, ask and answer questions about key details in text.</p> <p>K.RI.KID.2 With prompting and support, orally identify the main topic & retell key details of a text.</p> <p>K.RI.KID.3 With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>K.RI.CS.6 With prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.</p> <p>K. SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate kindergarten topics.</p> <p>K.SL.CC.2 Confirm 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.</p> <p>K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify</p>	<p>answer a question</p> <ul style="list-style-type: none"> • Use words and phrases acquired through conversations, reading and being read to and responding to text • Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text) • Understand the characteristics of poetry. • Participate in shared research and writing projects • Produce and expand sentences in shared language activities • Sort common objects into categories to gain a sense of the concepts the categories represent • Add drawings or other visual displays to descriptions to provide additional detail 	<p style="text-align: right;">82</p>
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	<p>something that is not understood.</p> <p>K. SL.PK1.4 Describe familiar people, places, things, and events and with prompting and support, provide additional detail.</p> <p>K.SL.PK1. 5 Add drawings or other visual displays of descriptions as desired to provide additional detail.</p> <p>K.SL.PK1.6 With guidance and support, express thoughts, feelings, and ideas through speaking.</p>		
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**Lakeland School System
Schedule of Textbook Fines
2026-2027**

Criteria for assessing damaged textbook fines:

In order to accurately assess fines, the student and/or parent should be encouraged to make a record of damage to books at the time they are assigned. The classroom teacher should keep a copy of this damage report for reference when books are returned.

\$5.00 - \$9.00	Damage beyond normal usage (highlighting, underlining, marking on pages, slightly torn pages; reusable without repair).
\$10.00	Maximum (binding damage, heavy marking on pages or binding; reusable with minor repair).
Full Price	Book is lost or damaged to the extent that it cannot be reissued.

School Year 2026-27 Agreement to Administer the School Nutrition Program(s)

School Breakfast Program – Child Nutrition Grant (ALN 10.553)
National School Lunch Program – Child Nutrition Grant (ALN 10.555)
Seamless Summer Option – Child Nutrition Grant (ALN 10.555)
Afterschool Snack Program – Child Nutrition Grant (ALN 10.555)
Special Milk Program – Child Nutrition Grant (ALN 10.556)

This Agreement (“Agreement”) exists to achieve the purposes of: (1) the Richard B. Russell National School Lunch Act, as amended (42 U.S.C. §§ 1751-1760) and regulations governing the National School Lunch Program (7 C.F.R. Parts 210 and 245) and (2) the Child Nutrition Act of 1966, as amended (7 U.S.C. §§ 1771-1985), and regulations governing the School Breakfast Program (7 C.F.R. Parts 220 and 245) and (3) the Special Milk Program for Children (7 C.F.R. Part 215); (4) Public Law 105-336 authorizing reimbursement for snacks, (5) Public Law 85-478, as amended authorizing the Seamless Summer Option (formerly known as the Seamless Summer Food Service Program); (6) Public Law 108-265 to amend the National School Lunch Act and Child Nutrition Act of 1966 to provide children with increased access to food and nutrition assistance, to simplify program operations and improve program management; (7) Public Law 111-296 the Healthy, Hunger-Free Kids Act of 2010; (8) 2 C.F.R. Part 225 (formerly Office of Management and Budget (OMB) Circular A-87) which stipulates allowable and unallowable expenses in the non-profit School Nutrition Program; (9) Tennessee Code Annotated (T.C.A.) Title 49, Chapter 6, Part 23 governing the operation of the School Nutrition Programs within the state of Tennessee; and (10) State Board of Education rules, regulations, and minimum standards for the operation of the public school system, Chapter 0520-01-06 governing the operation of the Child Nutrition Programs within the State of Tennessee. Those responsible for administering School Nutrition Programs must adhere to all regulations found under 2 C.F.R. Part 200 relating to procurement within the National School Lunch Program and all associated school meal programs.

The Tennessee Department of Education, hereinafter referred to as the "State Agency (SA)," and the School Food Authority (SFA), listed below, hereinafter referred to as the "SFA" agree to comply with the conditions of this Agreement which are based on public laws, regulations, statutes, policies, procedures and best practices that govern the School Nutrition Programs to be operated by the SFA. The State Agency (SA) and SFA are referred to as "Parties" established by this Agreement.

The State Agency (SA)

- a. Agrees that to the extent of funds available, it shall reimburse the SFA in connection with meals, snacks and milk served to children in the indicated program(s) in schools, institutions or sites included in the Agreement and/or amended Agreement during the effective period of this Agreement; agrees that during any fiscal year, the amount of reimbursement paid to the SFA for meals and snacks served to children in each school, institution or site shall not exceed the amount equal to the number of meals or snacks by types (free, reduced, paid), served to children, multiplied by the assigned rates;
- b. Agrees that it will supply, in writing or electronically, to the SFA's School Nutrition Program Administrator, all changes, additions, and deletions to federal and state regulations and policies of the Tennessee Department of Education and State Board of Education that govern the operation of the programs;
- c. Will operate in accordance with U.S. Department of Agriculture nondiscrimination policy, which prohibits discrimination on the basis of race, color, national origin, sex, age, disability or any other category protected under federal civil rights laws;
- d. Reserves the right to disallow any claim for reimbursement, to withhold School Nutrition funds and/or to recover any School Nutrition funds which are used in a manner that is not in accordance with the applicable laws and regulations or the terms of this Agreement; and
- e. Shall execute this Agreement.

The School Food Authority (SFA)

- a. Application. A person appointed as an official for the SFA shall make a written application to the State Agency (SA) for any school in which it desires to operate the program. Applications shall provide the State Agency (SA) with sufficient information to determine eligibility. The SFA shall also submit for approval a Free and Reduced Price Policy Statement in accordance with 7 C.F.R. Part 245.
- b. Agreement. The Parties establish this Agreement, as each SFA approved to participate in the program is required under 7 C.F.R. § 210.9 to enter into a written agreement with the State Agency (SA) that may be amended as necessary. Nothing in the preceding sentence shall be construed to limit the ability of the State Agency (SA) to suspend or terminate this Agreement in accordance with 7 C.F.R. § 210.25. The SFA and participating schools under its jurisdiction shall comply with all provisions of 7 C.F.R. Parts 200, 210, 215, 220, and 245. This Agreement shall provide that each SFA shall, with respect to participating schools under its jurisdiction:
 1. Maintain a nonprofit school nutrition program and observe the requirements for and limitations on the use of nonprofit school nutrition program revenues set forth in 7 C.F.R. § 210.14 and limitations on any competitive school food service as set forth in 7 C.F.R. § 210.11 and SBE Rule 0520-06-.04;
 2. Per 7 C.F.R. § 210.14 (b): Limit its net cash resources in the School Nutrition Program to an

amount that does not exceed three (3) months average expenditures for its nonprofit School Nutrition Program or such other amount as may be approved by the State Agency (SA) in accordance with 7 C.F.R. § 210.19 (a)(1). An SFA seeking to exceed three (3) months average expenditures in its nonprofit school food service account will need State Agency approval. The State Agency (SA) has approved for net cash resources in the School Nutrition Program to not exceed six (6) months' average expenditures for its nonprofit School Nutrition Program account;

3. Agrees that indirect costs may be recovered from the School Nutrition Program only from a reserve fund that exceeds three (3) months' operating expenses as outlined in Tenn. Code Ann. § 49-6-2305 Reserve Fund;
4. Maintain a system of financial accounting as prescribed under 7 C.F.R. §§ 210.14, 220.13 and Part 225;
5. Comply with uniform administrative requirements, cost principles, and audit requirements of federal awards in 2 C.F.R. Part 200 as applicable;
6. Serve meals, during meal periods, which meet the requirements for food components and dietary standards as prescribed in 7 C.F.R. §§ 210.10 and 220.8;
7. Price meals as a unit;
8. Adult meal pricing must follow the requirements stated in the USDA-Food and Nutrition Services (FNS) Instruction 782-5;
9. Serve meals free or at a reduced price to all children who are determined by the local educational agency to be eligible for such meals under 7 C.F.R. Part 245;
10. Comply with the requirements of Provision 2, the Community Eligibility Provision, and reimbursement alternatives if applicable;
11. Claim reimbursement at the assigned rates only for reimbursable free, reduced-price, and paid meals served to eligible children in accordance with 7 C.F.R. Parts 210 and 220. Agree that the SFA official who electronically signs the claim shall be responsible for reviewing and analyzing meal counts to ensure accuracy as specified in 7 C.F.R. §§ 210.8 and 220.9 governing claims for reimbursement. Acknowledge that failure to submit accurate claims will result in the withholding of payments, suspension, or termination of the program as specified in 7 C.F.R. 210.25 regulations. Acknowledge that if failure to submit accurate claims reflects embezzlement, willful misapplication of funds, theft, or fraudulent activity the penalty specified in 7 C.F.R. §§ 210.26 and 220.19 shall apply;
12. Count the number of free, reduced-priced, and paid reimbursable meals served to eligible children at the point of service, or through another counting system if approved by the State Agency (SA);
13. Submit claims for reimbursement in accordance with 7 C.F.R. §§ 210.8 and 220.11;

14. Comply with the requirements of the United States Department of Agriculture regulations regarding nondiscrimination (FNS Instruction 113-1 and 7 C.F.R. Parts 15, 15a, 15b);
15. Not discriminate against any child because of his or her eligibility for free or reduced-price meals in accordance with the approved Free and Reduced-Price Policy Statement;

The program applicant hereby agrees that it will comply with:

- i. Title VI of the Civil Rights Act of 1964 (42 U.S.C. §§ 2000d, et seq.);
- ii. Title IX of the Education Amendments of 1972 (20 U.S.C. §§ 1681, et seq.);
- iii. Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794);
- iv. Age Discrimination Act of 1975 (42 U.S.C. §§ 6101, et seq.);
- v. Title II and Title III of the Americans with Disabilities Act (ADA) of 1990 as amended by the ADA Amendment Act of 2008 (42 U.S.C. §§ 12131-12189);
- vi. All provisions required by the implementing regulations of the Department of Agriculture (USDA) (7 C.F.R. Part 15 et seq.);
- vii. Department of Justice Enforcement Guidelines (28 C.F.R. Parts 35, 42, and 50.3);
- viii. Food and Nutrition Services (FNS) directives and guidelines, to the effect that, no person shall, on the grounds of race, color, national origin, sex, age, or disability, be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity for which the program applicant receives Federal financial assistance from USDA; and hereby gives assurance that it will immediately take measures necessary to effectuate this Agreement; and
- ix. The USDA non-discrimination statement that in accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs).

This assurance is given in consideration of and for the purpose of obtaining any and all Federal financial assistance, grants, and loans of Federal funds, reimbursable expenditures, grant, or donation of Federal property and interest in property, the detail of Federal personnel, the sale and lease of, and the permission to use Federal property or interest in such property or the furnishing of services without consideration or at a nominal consideration, or at a consideration that is reduced for the purpose of assisting the recipient, or in recognition of the public interest to be served by such sale, lease, or furnishing of services to the recipient, or any improvements made with Federal financial assistance extended to the Program applicant by USDA. This includes any Federal agreement, arrangement, or purchase or rental of food service equipment or any other financial assistance extended in reliance on the representations and agreements made in this assurance.

By accepting this assurance, the Program applicant agrees to compile data, maintain records, and submit reports as required, to permit effective enforcement of nondiscrimination laws and permit authorized USDA personnel during hours of program operation to review and copy such records, books, and accounts, access such facilities and interview such personnel as

needed to ascertain compliance with the nondiscrimination laws. If there are any violations of this assurance, the Department of Agriculture, FNS, shall have the right to seek judicial enforcement of this assurance. This assurance is binding on the Program applicant, its successors, transferees, and assignees as long as it receives assistance or retains possession of any assistance from USDA. The person or persons whose signatures appear below are authorized to sign this assurance on behalf of the Program applicant.

16. Enter into an agreement with the United States Department of Agriculture to receive donated foods as required by 7 C.F.R. Part 250;
17. Maintain, in the storage, preparation, and service of food, proper sanitation and health standards in conformance with all applicable state and local laws and regulations, and comply with the food safety requirements of 7 C.F.R. §§ 210.13 and 220.13;
18. Accept and use, in as large quantities as may be efficiently utilized in its nonprofit school food service, such foods as may be offered as a donation by the United States Department of Agriculture;
19. Maintain necessary facilities for storing, preparing, and serving food;
20. Upon request, make all accounts and records pertaining to its school food service available to the State Agency (SA) and to FNS, for audit or review, at a reasonable time and place. Such records shall be retained for a period of three years after the date of the final Claim for Reimbursement for the fiscal year to which they pertain, except that if audit findings have not been resolved, the records shall be retained beyond the three-year period as long as required for resolution of the issues raised by the audit;
21. Maintain files of currently approved and denied free and reduced-price applications, which must be readily retrievable by the SFA;
22. Maintain files of the names of children currently approved for free meals through direct certification with the supporting documentation, as specified in 7 C.F.R. § 245.6(b)(5), which must be readily retrievable by the SFA. Documentation for direct certification must include information obtained directly from the appropriate state or local agency, or other appropriate individual, as specified by FNS, that:
 - i. A child in the Family, as defined in 7 C.F.R § 245.2, is receiving benefits from SNAP, FDPIR, or TANF, as defined in § 245.2; if one child is receiving such benefits, all children in that family are considered to be directly certified;
 - ii. The child is a homeless child as defined in 7 C.F.R § 245.2;
 - iii. The child is a runaway child as defined in 7 C.F.R § 245.2;
 - iv. The child is a migrant child as defined in 7 C.F.R § 245.2; or
 - v. The child is a Head Start child as defined in 7 C.F.R § 245.2.

23. Retain the individual applications for free and reduced-price meals and meal supplements submitted by families for a period of three (3) years after the end of the fiscal year to which they pertain or as otherwise specified under 7 C.F.R. § 210.9(b)(17);
 24. Retain direct certification documentation for record keeping related to CEP cycles, documentation for established CEP cycles must be maintained for the duration of the cycle and 3 years beyond the final claim as specified under 7 CFR 245.6(e) and the CEP guidance manual; and
 25. No later than December 31 of each year, provide the State Agency (SA) with a list of all elementary schools under its jurisdiction in which 50 percent or more of enrolled children have been determined eligible for free or reduced-price meals as of the last operating day the preceding October. In addition, each SFA shall provide, when available for the schools under its jurisdiction, and upon the request of a sponsoring organization of day care homes of the Child and Adult Care Food Program, information on the boundaries of the attendance areas for the elementary schools identified as having 50 percent or more of enrolled children certified eligible for free or reduced-price meals.
- c. Afterschool care requirements. Those SFAs with eligible schools (as defined in 7 C.F.R. § 210.10(o)(1)) that elect to serve afterschool snacks during afterschool care programs must agree to:
1. Serve afterschool snacks that meet the minimum requirements prescribed in 7 C.F.R. § 210.10;
 2. Price the afterschool snack as a unit;
 3. Serve afterschool snacks free or at a reduced price to all children who are determined by the SFA to be eligible for free or reduced-price school meals under 7 C.F.R. Part 245;
 4. If charging for meals, the charge for a reduced-price afterschool snack must not exceed 15 cents;
 5. Claim reimbursement at the assigned rates only for afterschool snacks served in accordance with this Agreement;
 6. Claim reimbursement for no more than one afterschool snack per child per day;
 7. Review each afterschool care program two times a year; the first review must be made during the first four weeks that the afterschool snack program is in operation each school year; except that an afterschool care program operating year-round shall be reviewed during the first four weeks of its initial year of operation, once more during its first year of operation, and twice each school year thereafter;
 8. Agree to provide organized, regularly scheduled activities in a structured and supervised environment, including an educational or enrichment activity; and
 9. Comply with all requirements of 7 C.F.R. Part 210, except that claims for reimbursement

need not be based on “point of service” meal supplement counts (as required by 7 C.F.R. § 210.9(b)(9)).

- d. Seamless Summer Option (SSO). Those SFAs with eligible schools and sites that elect to serve meals and meal supplements with the seamless summer option, shall agree to:
 1. Feed children in low-income areas during the summer months (or during extended breaks of a year-round school schedule). The National School Lunch Act at 42 U.S.C. § 1761(a)(8) allows public and non-profit School Food Authorities/Local Educational Agency (SFA/LEA) participating in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) to operate the Seamless Summer Option. The SFA/LEA will follow requirements, where applicable, in the NSLP and SBP regulations at 7 C.F.R. Parts 210, 220, and 225 for this option;
 2. Apply with the location and description of the option site, percentage of Free/Reduced-price meals, type of site, and method of advertisement;
 3. Adhere to the special provisions of the Seamless Summer Option, which are described in the following sections below (4-23);
 4. Demonstrate financial and administrative capability for Program operations and accept final financial and administrative responsibility for total Program operations at all sites;
 5. Follow SSO policy (established in the body of regulations, instructions, handbooks, and other written guidance) to choose SSO sites;
 6. Restricted Open Site is an open site initially (open to all children through age 18 in the community), but later restricted by the district for security, safety or control reasons;
 7. Closed enrolled a site of which is open to only enrolled children, as opposed to the community at large, which at least 50 percent of enrolled children at the site are eligible for free or reduced-price school meals under National School Lunch Program and School Breakfast Program, as determined by approval of application in accordance with [7 C.F.R. 225.15\(f\)](#), or on the basis of documentation the site meets the definition of “Areas in which poor economic conditions exist, referred to as area eligible;”
 8. The SFA will not claim any meals under the seamless option at any site without receiving prior approval from the State Agency (SA);
 9. All persons meeting the definition of Children in the Summer Food Service Program (SFSP) federal regulations at 7 C.F.R. § 225.2 are eligible to participate. This includes all persons in the community who are 18 years of age and under and (as defined at 7 C.F.R. § 225.2) those persons over age 18 who meet the State Agency (SA) definition of mentally or physically disabled persons and who participate in a public or nonprofit school program established for the mentally or physically disabled;
 10. The SFA/LEA will follow NSLP meal service requirements for lunch and/or afterschool snacks (7 C.F.R. § 210.10) and SBP meal service requirements (7 C.F.R. § 220.8) for breakfast. With State

Agency (SA) approval, the SFA/LEA may serve a supper meal, using applicable NSLP meal service requirements for lunches;

11. Meals will be counted at the point of service;
 12. Second meals are not reimbursable and may not be claimed;
 13. Production and menu records will be maintained that show compliance with meal requirements;
 14. The designated lunch period will be between the hours of 10 a.m. and 2 p.m., unless otherwise exempted by FNS (such as supper service that would not occur during these hours) or exempted by the State Agency (SA) through appropriate waiver requests;
 15. The SFA/LEA may allow “offer versus serve” meals at SSO sites;
 16. Off-site consumption of meals shall not be allowed, except as part of an authorized scheduled event, such as a planned field trip, or if the site is approved to operate non-congregate feeding in rural areas;
 17. The number and types of meals will comply with SFSP requirements at 7 C.F.R. § 225.16(b), as described below in sections # 18-23;
 18. All sites except camps or migrant sites: With State Agency (SA) approval, the SFA/LEA may serve up to two meals at all sites. Meal service may include either (1) one meal each day: a breakfast, a lunch, or a snack; or (2) two meals each day, if one is a lunch and the other is a breakfast or a snack. The SFA/LEA may not claim both lunch and supper meals at the same site on the same day;
 19. There will be no charge for meals served to eligible participants;
 20. Meals at all approved SSO sites, except camps, will be served free to all children in accordance with 7 C.F.R. § 225.6(e)(4) of the SFSP regulations;
 21. The SFA/LEA may claim meals at the “free” rates prescribed by USDA for the NSLP (including snacks) and the SBP. Supper meals, if permitted by the State Agency (SA), may be claimed at the free rate for NSLP lunches. All lunches and suppers served under this amendment will receive the standard commodity support rate available for the NSLP. SSO sites that qualify for the severe needed breakfast rate will continue to receive this differential;
 22. On the monthly claim filed with the State Agency (SA), the SFA/LEA must identify meals served at SSO sites separately from other NSLP or SBP meals served at other sites; and
 23. The SFA/LEA will review the meal counting, claiming, and meal pattern compliance within the three (3) weeks of starting operations for all sites that are newly approved to operate the Seamless Summer Feeding Option or that are operated by non-SFA/LEA personnel.
- e. The Fresh Fruit and Vegetable Program (FFVP) allows selected schools to receive reimbursement for the cost of making free fresh fruits and vegetables available to students during the school day.

The following conditions must be met:

1. These fresh fruits and vegetables must be provided separately outside of the lunch or breakfast meal service times, in one or more areas of the school during the official school day;
2. All schools that participate in the FFVP are required to widely publicize within the school the availability of free fresh fruits and vegetables;
3. Schools with the highest free and reduced-price enrollment will be selected;
4. Yearly training with any updates shall be available to all FFVP schools;
5. Selected schools must meet the following criteria: be an elementary school, represent the highest percentage of students certified for free and reduced-price benefits, participate in the NSLP, complete an annual application and/or update for the FFVP;
6. A per-student allocation of \$50-\$75 per year will be made;
7. Provide a serving of fruit or vegetable only to teachers who are directly responsible for serving the fruit or vegetable;
8. Submit a monthly claim for reimbursement;
9. May use no more than ten (10) percent of your school's total grant for administrative costs; and
10. Receive reimbursement for the costs of purchasing, preparing, and serving fresh fruits and vegetables to children in your schools.

The State Agency (SA) and the SFA mutually agree that:

- a. Schools or sites may be added or deleted by amending this Agreement as the need arises and references herein to schools or sites within the SFA shall be deemed to include all schools or sites as added through the Site Application.
- b. Both shall cooperate with USDA officials and contractors conducting evaluations and research in the School Nutrition Programs.
- c. For the purpose of this Agreement, the following terms will mean respectively:
 1. *Adult*: the department interprets adult to mean a person who is (1) a staff member or employee of a school, including all faculty, supervisory and other personnel and (2) not under twenty-one (21) chronological years of age in non-profit Residential Child Care Institutions (RCCIs) and (3) not a student of high school grade or under as determined by the state education agency in schools;
 2. *Child*: means (a) a student of high school grade or under as determined by the state education agency, who is enrolled in an educational unit of high school grade or under as described in

paragraph (a) and (b) of the definition *school* including students with a disability who participate in a school program established for persons with disabilities ; (b) a person under twenty-one (21) chronological years of age who is enrolled in an institution or center as described in paragraph (c) of the definition of school; or (c) for afterschool care programs, persons aged 18 and under at the start of the school year, and persons of any age with a disability who participate in a school program established for persons with disabilities;

3. *Meals*: means food served at a school under the indicated programs that meets the applicable nutritional requirements set forth in the regulations and policies; *Meals* include breakfast, lunch, or snack;
 4. *Non-profit School Food Service*: means meal service operated by the SFA for the benefit of children, all the income from which is used solely for the operation or improvement of such meal service and for no other purpose;
 5. *School*: (a) an educational unit of high school grade or under, recognized as part of the educational system in the state and operating under public or non-profit private ownership in a single building or complex of buildings; (b) any public or non-profit private classes of pre-primary grade when they are conducted in the aforementioned schools; or (c) any public or non-profit, private residential child care institution, or distinct part of such institution, which operates principally for the care of children, and, if private, is licensed to provide residential child care services under the appropriate licensing code by the state or a subordinate level of the government, with the exception of residential summer camps, which participate in the Summer Food Service Program for Children, Job-corps Centers funded by the Department of Labor, and private foster homes;
 6. *School food authority* means the governing body responsible for the administration of one or more schools, institutions, or sites, and that has the legal authority to operate the NSLP, the SBP, the Special Milk Program, the SSO and/or the Afterschool Snack Program therein.
- d. This Agreement is effective for the programs as approved in the electronic application for the period commencing July 1 and ending the following June 30; This must be signed by the Director of Schools and maintained at the SFA level. Approval in the Tennessee: Meals, Accounting, and Claiming (TMAC) system will be made as soon as SFAs submit the appropriate information through the TMAC system.
 - e. The SFA/LEA shall comply with all requirements of 7 C.F.R. § 245.6(f) when disclosing students' free and reduced-price eligibility status without parental consent. This includes the requirement that SFAs/LEAs may only disclose such information to persons determined to be "directly connected" with the administration or enforcement of a federal education program, state education program, state health program, or a means-tested nutrition program, as well as to persons directly connected with the Comptroller General Office or law enforcement for an authorized activity. Eligibility information shall not be made generally available to all school officials. Only individuals with a legitimate "need to know" to provide a service or carry out an authorized activity may access or use eligibility information. Teachers, guidance counselors, principals, or other school officials who are not helping under the appropriate statutory or regulatory requirements

cannot have access to eligibility information. The SFA/LEA is responsible for determining whether it is legally permissible and appropriate for an individual to have access to and/or disclose students' free and reduced-price eligibility information.

- f. State agencies, SFAs/LEAs, and schools must also ensure data systems, records, and other means of accessing a student's eligibility status are limited to officials directly connected with administration or enforcement of federal or state program or activity. Online data systems shall have a masking or de-identification capability to prevent unauthorized access to free and reduced-price eligibility status.
- g. The State Agency (SA) may withhold Federal School Nutrition funds from the SFA when there is evidence of material non-compliance with the terms and conditions of this Agreement; the State Agency (SA) may also withhold Federal School Nutrition funds for failure of the SFA to take corrective action within sixty (60) days of notification of non-compliance as a result of a USDA mandated review, an Additional Administrative Review (AAR) or Technical Assistance (TA) Review; the State Agency (SA) may terminate this Agreement with the SFA immediately upon receipt of evidence that the terms and conditions of this Agreement or any of the regulations specified herein have not been fully complied with the SFA; any termination of the Agreement by the State Agency (SA) shall be in accordance with applicable laws and regulations.
- h. The terms of this Agreement shall not be modified or changed in any way other than by written amendment, agreed to in writing by both parties hereto.

Policy Statement for Providing Free and Reduced Price Meals to Students

This document is part of the Agreement between the SFA and the SA to administer the School Nutrition Programs.

The SFA accepts responsibility for providing **free and reduced-price meals and/or free milk and afterschool snacks** to eligible children in the schools under its jurisdiction.

The SFA assures the Tennessee Department of Education that the school district will uniformly implement the following policies to administer the program(s) in schools under its jurisdiction. In fulfilling these responsibilities, the SFA agrees to the following provisions:

- A. Serve meals free to children from households whose income is at or below the free meal eligibility scale listed in the current income eligibility guidelines, or whose participation in SNAP (formerly Food Stamp Program) or Families First also called Temporary Assistance for Needy Families (TANF) or the Food Distribution Program on Indian Reservations (FDPIR) qualifies them for direct certification for free meals, or whose migrant, homeless, runaway or foster child status or other federally-approved status as described in a policy memorandum issued by the United States Department of Agriculture, entitles them for categorical eligibility for free meals, or whose participation in Medicaid indicates a household income equivalent to an income eligible for free meals;
- B. Serve meals at a reduced price to children from households whose income is at or below the reduced-price meal eligibility scale listed in the current income eligibility guidelines and/or use other available resources for the student co-pay for reduced price breakfast meals (\$ 0.30 per meal) or paid meals to serve breakfast meals at no charge to students who are eligible for reduced price meals or paid meals;
- C. Ensure reduced price charges for lunch and breakfast are at or below the maximum reduced price allowed by regulations. Reduced price charges for lunch shall be set at \$.40 or less, reduced price breakfast shall be set t \$ 0.30 or less, and reduced-price snacks shall be served at \$ 0.15 or less;
- D. Ensure food is not used as a means of rewarding or punishing students for any purpose;
- E. Ensure no physical segregation of, nor any other discrimination against, any child because of his/her inability to pay the full price. The names of children eligible to receive free or reduced-price meals shall not be distributed, published, posted, or announced in any manner, and there shall be no overt identification of any such children by use of special tokens, tickets, identification numbers or any other means. Further assurance is given that children eligible for free or reduced-price meals shall not be required to:
 1. Work for their meals;

2. Use separate dining room areas;
 3. Go through a separate serving line;
 4. Enter the dining room through a separate entrance;
 5. Eat meals at a different time; or
 6. Eat a meal different from the one sold to children paying the full price, or be denied a meal.
- F. Operate the School Nutrition Programs so that no child shall be discriminated against on the basis of race, color, national origin, sex, age, or disability.
- G. Authorize the School Nutrition Administrator/Designee to serve as the Determining Official for the LEA; the Determining Official shall determine student's meal eligibility status based on the current school year NSLP income eligibility guidelines, which are updated annually. This official agrees that information on the application will be used to determine the child's eligibility for only those benefits designated by the parent/guardian. The determining official is also authorized to make decisions about extending school meal benefits to students residing in households where other students are directly certified for free meals and who are subsequently eligible to receive them based USDA guidance. (Note: The Determining Official may not serve as the Hearing Official. See Item K.)
- H. Develop and make available to each child's parent or guardian, a letter as outlined herein, including a household application for free or reduced-price meals, at the beginning of each school year. The school system must develop a procedure and keep it on file for disseminating applications (school packets, email, website, or combination, etc.). This procedure must define if applications will be paper or electronic and how they will be returned. Parents will be responsible for completing a household application and returning it to the school or Board of Education for review. Such applications and documentation of action taken will be maintained for three (3) years after the end of the school year to which they pertain. Applications are effective for one year. Any parent enrolling a child in a school for the first time, at any time during the year, shall be provided with an application for meal benefits. If a child transfers from one school to another under the jurisdiction of the LEA, the child's eligibility for free or reduced-price meals will be transferred to, and honored by, the receiving school. Parents or guardians will be notified within ten (10) working days of the acceptance or denial of their applications. Children will be served meals immediately upon the submission of a complete application; children whose applications are approved for free meal benefits shall not incur charges during the application processing period.

Use data from the State Agency's Direct Certification Technology System to issue meal benefits to students who are directly certified for free meals and to notify the students' households of free or reduced-price meal benefits and allow the household the opportunity to decline free meal benefits should they choose to do so.

The Healthy, Hunger-Free Kids Act of 2010, Public Law 111-296, amended Section 9(b)(5) of the Richard B. Russell National School Lunch Act to allow certification of a foster child for free meals, without application, if the local educational agency or other child nutrition program institution obtains documentation from an

appropriate state or local agency indicating the status of the child as a foster child whose care and placement is the responsibility of the state. The foster child is categorically eligible and may be certified without an application. Households with foster and non-foster children may choose to include the foster child as a household member, as well as any personal income earned by the foster child, on the same household application that includes their non-foster children. This will streamline the application process and may help the foster family's non-foster children qualify for free or reduced-price meals based on household size and income.

In processing the application, the LEA would certify the foster child for free meals and then make an eligibility determination for the remainder of the household based on the household's income (including personal income earned by the foster child) or other categorical eligibility information reported on the application. Foster payments received by the family from the placing agency are not considered income and do not need to be reported. The presence of a foster child in the household does not convey eligibility for free meals to all children in the household in the same manner as FNS, Temporary Assistance for Needy Families (TANF), Food Distribution Program.

When an application is denied, parents or guardians will be provided written notification in a language that parents and guardians can understand, to the extent practicable, which shall include the following:

1. Reason for the denial of benefits, (for example: income in excess of allowable limits or incomplete application).
 2. Notification of the right to appeal the denial of benefits.
 3. Specific instructions on how to appeal.
 4. Statement reminding parents that they may reapply for free and reduced-price benefits at any time during the school year. (Note: The reasons for ineligibility shall be properly documented and retained on file at the LEA level.)
- I. Select and verify by November 15 the eligibility of a sample of the approved free and reduced-price applications on file as of October 1. The SFA further agrees to maintain the following records relating to verification for a period of three (3) years:
1. Total number of applications on file as of October 1st.
 2. Documentation of the sample selection.
 3. Summary of all verification activities and outcomes.
- J. Conduct a second-party review of applications to ensure the applications are complete and benefits are accurately issued if a computerized system is not used.
- K. Identify individuals within the district who are authorized to serve as liaisons in the following areas:

- Migrant
- Homeless/Runaway
- HeadStart
- EvenStart
- FosterChild

These liaisons will be authorized to provide official, accurate information to the SFA's determining official for the purpose of determining categorical eligibility for students who meet pre-established criteria.

- L. Designate a Hearing Official to establish and use a fair hearing procedure under which:
1. A household can appeal against a decision made on the original application.
 2. A household can appeal an adverse action made because of verification of an application.
 3. The SFA can challenge the continued eligibility of any child. During the appeal and hearing, the child who was determined to be eligible based on the application submitted will continue to receive free or reduced-price meals or free milk.

The Hearing Official must be someone not involved in the original eligibility determination. It is suggested that the Hearing Official hold a position at a higher administrative level than that of the Determining Official.

Hearing Procedure

Prior to initiating the hearing procedure, the school official, the parent(s) or the guardian may request a conference to provide an opportunity for the parent(s)/guardian(s) and school official(s) to discuss the situation, present information, obtain an explanation of data submitted in the application and the decisions rendered. Such a conference shall not in any way prejudice nor diminish the right to a fair hearing.

The designated hearing official shall ensure that the hearing procedure provides the following for both the household and the LEA:

1. A publicly announced, simple method for making an oral or written request for a hearing;
2. An opportunity to be assisted or represented by an attorney or other person;
3. An opportunity to examine, prior to and during the hearing, the documents, and records presented to support the decision under appeal;
4. Reasonable promptness and convenience in scheduling a hearing and adequate notice as to its time and place;

5. An opportunity to present oral or documentary evidence and arguments supporting a position without undue interference;
 6. An opportunity to question or refute any testimony or other evidence and to confront and cross-examine any adverse witness(s);
 7. That the hearing will be conducted, and the decision will be made by an official who did not participate in the decision under appeal (or any previous conference);
 8. That the decision of the hearing official will be based on the oral and documentary evidence presented at the hearing and entered into the hearing record;
 9. That the parties concerned, and any designated representative thereof be notified in writing of the decision;
 10. That for each hearing, a written record be prepared, including the decision under appeal, any documentary evidence and a summary of any oral testimony presented at the hearing, the decision of the hearing official and the reasons therefore, and a copy of the notification to the parties concerned of the hearing official's decision; and
 11. That such written record must be retained for a period of three (3) years after the close of the school year to which it pertains; these records must be made available for examination by the parties concerned or their designees at any reasonable time and place during such period.
- M. Submit a public/press release annually to notify the public of the process for applying for free and reduced-price meal benefits. At such time during the course of the year the LEA is informed of major employers contemplating or experiencing large layoffs, or other conditions that would result in loss of income to households, the LEA will provide specific information about applying for free or reduced-price school meal benefits to employees whose children may be enrolled in the LEA. In addition, the LEA agrees to provide such a public release whenever there is a change in eligibility criteria, unless specifically exempted from doing so.
- N. Establish a written procedure to collect money from children who pay for their meals and milk and to account for the number of free, reduced-price, and full-price and alternate meals served. The procedure described will be used so that no other child in the school will be aware of such a procedure or the identity of the children receiving free or reduced-price meals or free milk.
- O. Submit to the Tennessee Department of Education, School Nutrition Program, Andrew Johnson Tower, 710 James Robertson Parkway, Nashville, TN 37243-0389, or email to School.Nutrition@tn.gov any revisions to the administrative procedures outlined in this policy statement before implementation. Such changes will be effective only upon approval by the department. All changes in eligibility criteria must be publicly announced in the same manner used at the beginning of the school year.

Agreement to Administer the School Nutrition Program(s) for Local Education Agencies/SFAs School Year 2026-27

My signature below indicates that I understand and agree to all the terms and conditions contained in the 2026-27 Agreement and Free and Reduced-Price Policy Statement to operate the School Nutrition Program(s) and will ensure all school personnel abide by the provisions set forth in the Agreement and Policy Statement.

Lakeland School System

[Name of SFA]

797

[SFA Agr #]

System UEI Number: EY4DZFWP77C6

Indirect Cost Rate: 17.38%

On behalf of the School Food Authority:

Director of Schools:

W. Edward Horrell, III

[Print]

[Signature]

[Date]

School Nutrition Program Administrator:

Patricia Williams

[Print]

[Signature]

[Date]

On behalf of the Tennessee Department of Education:

State Director, School Nutrition Program:

Joshua Nunnally

[Print]

[Signature]

[Date]

NOTE: This signature page must be provided in conjunction with the electronic renewal of the agreement between the SFA and the Tennessee Department of Education, to administer the School Nutrition Program(s). After completing the automated Agreement renewal process, reviewing the Agreement and the Policy Statement, please sign in blue ink or utilize an electronic signature and upload to the application packet in the Tennessee: Meals, Accounting, and Claiming (TMAC) system.

Local Agriculture Products Compliance Plan School Year 2026-27

Tenn. Code Ann.

§ 49-6-2303(6)

Lakeland School System

797

[Name of SFA]

[SFA Agr #]

I/we certify to the Tennessee Commissioner of Education that the School Nutrition Program was implemented according to this plan for compliance and that we will make efforts to:

- Make available to our school nutrition program local agriculture products, freshness, and transportation costs to be considered;
- Allow flexible bidding process to assist farmers to bid competitively on portions of a given bid, rather than the entire bid; and
- Require that all food provided for public school use meet or exceed food safety standards for commercial food operations

Each local school board shall submit this plan for compliance 60 days prior to the beginning of the school year. In the subsequent school year, each local school board shall submit modifications to this plan 60 days prior to the beginning of the school year.

On behalf of the School Food Authority:

Director of Schools:

W. Edward Horrell, III

[Print]

[Signature]

[Date]

School Board Chairperson:

Laura Harrison

[Print]

[Signature]

[Date]

NOTE: This signature page must be provided in conjunction with the electronic renewal of the agreement between the SFA and the Tennessee Department of Education, to administer the School Nutrition Program(s). After reviewing the Local Agriculture Products Compliance Plan, please sign in blue ink or utilize an electronic signature and upload to the application packet in the Tennessee: Meals, Accounting, and Claiming (TMAC) system.

USDA Debarment Certification and SFA Agreement School Year 2026-27

The USDA Debarment Certification is required to administer the School Nutrition Programs. Complete the USDA certification below to verify that the subrecipient is not excluded or disqualified in accordance with [2 C.F.R. § 180.300](#).

Please complete the attached USDA certification form as part of the agreement package.



Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion Lower Tier Covered Transactions

The following statement is made in accordance with the Privacy Act of 1974 (5 U.S.C. § 552a, as amended). This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, and 2 C.F.R. §§ 180.300, 180.335, Participants' responsibilities. The regulations were amended and published on August 31, 2005, in 70 Fed. Reg. 51865-51880. Copies of the regulations may be obtained by contacting the Department of Agriculture agency offering the proposed covered transaction.

According to the Paperwork Reduction Act of 1995, an agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0505-0027. The time required to complete this information collection is estimated to average 15 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The provisions of appropriate criminal or

(Read instructions on page two before completing certification.)

- A. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency;
- B. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

ORGANIZATION NAME Lakeland School System	PR/AWARD NUMBER OR PROJECT NAME School Nutrition Program
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NAME(S) AND TITLE(S) OF AUTHORIZED REPRESENTATIVE(S) W. Edward Horrell, III

SIGNATURE	DATE
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In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at [How to File a Program Discrimination Complaint](#) and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov.

USDA is an equal opportunity provider, employer, and lender.

Instructions for Certification

- (1) By signing and submitting this form, the prospective lower-tier participant is providing the certification set out on page 1 in accordance with these instructions.
- (2) The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower-tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the Department or agency with which this transaction originated may pursue available remedies, including suspension or debarment.
- (3) The prospective lower tier participant must provide immediate written notice to the person(s) to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
- (4) The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549, at 2 C.F.R. Parts 180 and 417. You may contact the Department or agency to which this proposal is being submitted for assistance in obtaining a copy of those regulations.
- (5) The prospective lower tier participant agrees by submitting this form that, should the proposed covered transaction be entered into, it may not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the Department or agency with which this transaction originated.
- (6) The prospective lower tier participant further agrees by submitting this form that it will include this clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
- (7) A participant in a covered transaction may rely upon a certification of a prospective participant in a lower-tier covered transaction that is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the General Services Administration's System for Award Management Exclusions database.
- (8) Nothing contained in the foregoing shall be construed to require establishment of a system of records to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
- (9) Except for transactions authorized under paragraph (5) of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the Department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Lakeland Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Alcohol & Drugs in the Workplace	Descriptor Code: 1.804	Issued Date: 05/11/26
		Rescinds: 1.804	Issued: 08/12/19

General

Any employee who violates the terms of this policy shall be suspended and shall be subject to dismissal and referral for prosecution.

The superintendent shall be responsible for making a copy of this policy available to all school system employees.

DEFINITIONS

“Workplace” shall include any school building or any school premise; any school-owned or any other school-approved vehicle used to transport students to and from school or school activities; and off-school property during any school-sponsored or school approved activity, event, or function.

“Illegal drugs” shall include any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, or any other controlled substance as defined by federal law.²

“Unauthorized drugs” shall include, but are not limited to, inhalants; any designer, synthetic, derivative, analogous, or "look-alike" substances that are manufactured, designed, or intended to resemble and/or mimic the effects of illegal drugs; any legally prescribed drugs being used in a manner for which they were not intended or prescribed including, but not limited to, the use of prescription drugs prescribed for another individual; and any lawful substances that could result in impairment of physical or mental capacity that is threatening to the health or safety of the employee or others.³

“Alcohol” shall include, but is not limited to, spirits, liquor, wine, beer, and any liquid containing alcohol as defined by state and federal law.⁴

ALCOHOL & DRUG-FREE WORKPLACE

No employee while on or in the workplace shall unlawfully manufacture, distribute, dispense, possess, use, or be under the influence of any illegal or unauthorized drugs¹ or any alcohol.⁵

PHYSICAL EXAMINATION/SCREENING BASED UPON REASONABLE SUSPICION

Whenever the Superintendent, or his/her authorized designee reasonably suspects that an employee’s work performance or on-the-job behavior may have been affected in any way by illegal drugs or alcohol or that an employee has otherwise violated this policy, Alcohol & Drugs in the workplace, the

employee may be required to submit a breath and/or urine sample for drug and alcohol testing as detailed in Policy 5.403 Drug & Alcohol Testing for Employees.

~~No employee shall unlawfully manufacture, distribute, dispense, possess or use on or in the workplace alcohol or any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance, as defined in federal law.¹ Nor shall any employee be under the influence of any of the aforementioned substances while in the workplace. "Workplace" shall include any school building or any school premise; any school-owned or any other school-approved vehicle used to transport students to and from school or school activities; and off-school property during any school-sponsored or school-approved activity, event or function.~~

~~"Unauthorized drugs" shall include, but are not limited to, inhalants; any designer, synthetic, derivative, analogous, or "look-alike" substances that are manufactured, designed, or intended to resemble and/or mimic the effects of illegal drugs; any legally prescribed drugs being used in a manner for which they were not intended or prescribed including, but not limited to, the use of prescription drugs prescribed for another individual; and any lawful substances that could result in impairment of physical or mental capacity that is threatening to the health or safety of the employee or others.²~~

~~As a condition of employment, each employee shall notify his/her supervisor of his/her conviction on any criminal drug statute for violation occurring in the workplace as defined above no later than five (5) days after conviction.~~

~~Any employee who violates the terms of this policy shall be suspended and shall be subject to dismissal and referral for prosecution.~~

~~The superintendent shall be responsible for making a copy of this policy available to all school system employees.~~

Legal References

1. [Drug Free Workplace Act of 1988, 41 USCA § 8103; 34 CFR §§ 84.205 – 84.215](#)
2. [21 USCA § 812](#)
3. [TCA 49-5-1003\(b\)\(16\), \(17\), \(18\)](#)
4. [TCA 57-4-102; 26 USCA § 5002](#)
5. [TCA 39-17-715](#)

Cross References

- Supervision 5.108
Drug & Alcohol Testing for Employees 5.403
Drug-Free Schools 6.307

Lakeland Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Revenues	Descriptor Code: 2.400	Issued Date: 05/11/26
		Rescinds: 2.400	Issued: 12/11/23

1 *General*

2 Any money collected by any school shall be documented with a receipt.

3 The schools may receive funds collected from activities and for events held at or in connection with the
4 school, including contracts with other schools for interschool events. To be included in this accounting
5 are all monies collected from lunch rooms, athletics, entertainments, school clubs, fees, concessions and
6 all fund raising activities. Each principal shall determine the reconciliation method to be used for all
7 events which require a ticket.¹

8 The purchase of items intended for resale for profit through the schools shall be subject to sales tax based
9 on the purchase price to the vendor providing the service or item. Resale items not intended to generate
10 a profit shall be determined by the principal.²

11 **FEES**

12 School fees are to be kept to a minimum and may be expended only for the purposes for which they were
13 collected. The school shall not require any student to pay a fee to the school for any purpose, except as
14 authorized by the Board. No fees shall be required of any student as a condition to attend the school or
15 use its equipment.³ School fees shall be waived for students who receive free or reduced-price lunches.⁴
16 No student will be penalized for nonpayment of any school fee.

17 **EXTENDED SCHOOL PROGRAM**

18 Extended school funds shall be collected at the individual schools and receipted and deposited in the
19 school bank account. The principal shall report the collections and pay the Board by school check.⁵

20 **FINES**

21 A student will be held responsible for the cost of replacing any materials or property which the student
22 loses or damages,⁶ including textbooks, library books, equipment and buildings. All money collected as
23 fines shall be placed in the system-wide school fund.

1 **TUITION INCOME**

2 Tuition collected from nonresident students shall be placed in the system-wide school fund.

3 **RENTAL INCOME**

4 The principal will collect and remit to the central office all money received for use of a particular school
5 facility or other school property.

6 **GRANTS**

7 Grants for educational purposes made available by the state and/or federal government may be sought
8 by the school system but only when the conditions of their availability are in harmony with the purposes
9 and policies of the Board and the laws of the state and county. Principals may apply for and receive
10 grants, but funds must be recorded in a separate restricted fund account.⁷

11 **COLLECTION OF FUNDS THROUGH ONLINE PAYMENT⁶**

12 Approved district staff may utilize RevTrak or GoFans for electronic transactions. The
13 Superintendent/designee shall determine when this type of transaction may be utilized on a case-by-
14 case basis. At the individual school level, the principal shall oversee the collection of funds and submit
15 a plan that includes the following:

- 16 1. Adequate supporting documentation for the electronic collection method including a plan to
17 provide a total daily receipt summary;
- 18 2. Methods of providing receipts to payers;
- 19 3. Information on maintaining and inspecting any voided receipts; and
- 20 4. How daily electronic collections shall be reconciled with the total daily receipt summary and
21 who will be assigned to complete this task.

22 Processing fees for these transactions shall be charged.

23 **ROUNDING IN CASH TRANSACTIONS**

24 Due to the discontinuance of the penny, rounding procedures shall be utilized in cash transactions.
25 This applies to collections of all cash funds received by the district.

26 Cash transactions shall be rounded to the nearest \$0.05. The following rounding method shall be
27 utilized:

- 28 • Amounts ending in \$0.01 or \$0.02 shall be rounded down
- 29 • Amounts ending in \$0.03 or \$0.04 shall be rounded up
- 30 • Amounts ending in \$0.06 or \$0.07 shall be rounded down
- 31 • Amounts ending in \$0.08 or \$0.09 shall be rounded up

1

- 2 The Superintendent/designee shall establish adequate internal controls to ensure compliance with the
3 *Tennessee Internal School Funds Manual*.

Legal References

1. TCA 49-2-110(a); *Internal School Funds Manual*, Section 5-4
2. TCA 49-6-3001(a); TCA 49-2-110(c)
3. TCA 49-2-114
4. *Internal School Funds Manual*, Section 4-37
5. TCA 37-10-101, 102
6. *Internal School Funds Manual*, Section 5-8

Cross References

Fundraising Activities 2.601
Student Activity Funds Management 2.900
Food Service Management 3.500
Textbooks and Instructional Materials 4.400
Compensation Guides & Contracts 5.110
Attendance of Non-Resident Students 6.204
Student Fees and Fines 6.709

Lakeland Board of Education

Monitoring: Review: Annually, in February	Descriptor Term: Personnel Records	Descriptor Code: 5.114	Issued Date: 05/11/26
		Rescinds: 5.114	Issued: 04/14/14

The superintendent or his/her designee(s) shall be authorized to maintain personnel records and to permit inspection of the same, except for matters deemed confidential by law. The following personnel records shall be maintained for all employees as appropriate:

1. Employee applications and contracts;
2. Professional certificates and other documents required by state and federal laws and regulations;¹
3. Evaluations;
4. Cumulative information files; ~~and~~
5. INS Form I-9;² **and**
- 6. Disciplinary action, as appropriate and any response from the employee.**

The following guidelines shall be followed:

1. Information contained in personnel records shall be limited to job-related matters;
2. The superintendent shall be responsible for notifying all employees of the types of records kept and uses made of such records;
3. Employees shall be granted an opportunity to respond in writing to material placed in records;
4. Employee records are public records, except for matters deemed confidential by law, and shall be open for inspection during regular business hours;³
5. In accordance with federal law, the district shall release information regarding the professional qualifications and degrees of teachers and the qualifications of paraprofessionals to parents upon request for any teacher or paraprofessional who is employed by a school receiving Title I funds and who provides instruction to their child at that school.⁴
6. Members of the public may not obtain the home telephone number, personal cell phone number, bank account information, social security number, residential street address, driver license information (except where driving or operating a vehicle is considered to be a part of the employee's duties), or the results of individual teacher evaluations of an employee or of the immediate family members or household members of an employee, unless release of this information is expressly authorized by the employee.⁵
7. A record of the person inspecting and the date of inspection shall be recorded; and
8. Copies of records may be made under rules determined by the superintendent.⁶

Legal References

1. [TCA 49-2-301\(b\)\(1\)\(M\)](#)
2. [Immigration Reform and Control Act of 1986, Pub. L. No. 99-603, 100 Stat. 3359](#)
3. [TCA 10-7-503, 504](#)
4. [20 USCA § 6312\(e\)\(1\)](#)
5. [TCA 10-7-504\(f\)\(1\); TCA 10-7-504\(a\)\(23\)](#)
6. [TCA 10-7-506; TCA 49-2-301\(b\)\(1\)\(AA\)](#)

Lakeland Board of Education

Monitoring: Review: Annually, in January	Descriptor Term: <h2 style="text-align: center;">Telework</h2>	Descriptor Code: 5.1151	Issued Date: 05/11/26
		Rescinds: 5.1151	Issued: 07/12/21

General

Teleworking is a work arrangement where designated employees are allowed to perform their normal duties and responsibilities through the use of district approved hardware and software at an alternate location from their normal work site.

The ~~Director of Schools~~ **Superintendent** may ~~authorize an employee to telework on a case-by-case basis. An employee's participation in the program will be both initiated and ended at the discretion of the Director of Schools Superintendent or his/her designee.~~ require an employee to telework if the duties and responsibilities of the position are required during times of emergency. An employee's participation in the program will be determined by the length and duration of the emergency and will be both initiated and ended at the discretion of the supervisor and/or the Superintendent. Telework outside of times of emergency is not permitted.

WORK ENVIRONMENT

Employees approved for telework shall maintain a dedicated and safe work environment.

An employee who teleworks shall not allow anyone other than district employees to utilize district provided services or equipment. Employees shall keep remote work and information confidential, in accordance with district policies, procedures, and applicable privacy laws.

Cross References

Emergency Closings 1.8011

Lakeland Board of Education

Monitoring: Review: Annually, in February	Descriptor Term: Separation Practices for Tenured Teachers	Descriptor Code: 5.200	Issued Date: 05/11/26
		Rescinds: 5.200	Issued: 07/11/22

ALLEGATIONS REQUIRING TEMPORARY REMOVAL FROM DUTY

If an investigation of an employee’s conduct is required, the Superintendent shall determine whether to temporarily modify the employee’s work status based on concerns for safety or to minimize disruption to the educational environment. This may include, but is not limited to:

- Reassignment to alternate duties;
- Placement on administrative leave with pay; or
- Temporary removal from the school setting.

Such action shall not be considered disciplinary in nature but rather a precautionary measure until a determination can be made regarding an appropriate return to duties, or the imposition of disciplinary action, which could include suspension without pay.

SUSPENSION PENDING AN INVESTIGATION¹

The superintendent may suspend a teacher at any time that may seem necessary, pending investigation or final disposition of a case before the board or an appeal. If the matter under investigation is not the subject of an ongoing criminal investigation or a Department of Children’s Services investigation, and if no charges for dismissal have been made, a suspension pending investigation shall not exceed ninety (90) calendar days in duration. Under no circumstances shall the superintendent suspend a teacher with pay **if there is a pending investigation**. If vindicated or reinstated, the teacher shall be paid full salary for the period of suspension, ~~unless suspension without pay is deemed to be an appropriate penalty.~~

SUSPENSION OF THREE DAYS OR LESS^{2,3}

A superintendent/designee may suspend a teacher for incompetence, inefficiency, neglect of duty, unprofessional conduct and insubordination. Before an employee is suspended he/she shall be: (1) provided with written notice, including the reasons for the suspension along with an explanation of the evidence; (2) given an opportunity to respond to the superintendent at a conference, if requested within five (5) working days; and (3) given a written decision of the suspension within ten (10) working days. Both parties may be represented by counsel at the conference, which shall be recorded.

Under no circumstances shall a superintendent suspend a tenured teacher with pay. If reinstated, the tenured teacher shall be paid full salary for the period of suspension, unless suspension without pay is deemed to be an appropriate penalty.

DISMISSAL OR SUSPENSIONS GREATER THAN THREE DAYS⁴

The Board shall maintain a list of qualified individuals who have indicated a willingness to act as impartial hearing officers, as defined under Tennessee law.

When charges are made against a tenured teacher, charging the teacher with offenses which may justify dismissal or a suspension greater than three (3) working days, the charges shall be made in writing, specifically stating the offenses which are charged and shall be signed by the party or parties making the charges.

If, in the opinion of the Board, the charges are of such nature as to warrant the release or a suspension greater than three working days of the teacher, the superintendent shall give the teacher a written notice of this decision, a copy of the charges against the teacher, and a copy of a form provided by the Commissioner of Education advising the teacher of his/her legal duties, rights and recourse.

A tenured teacher who has been given notice of charges against him/her may within thirty (30) calendar days after receipt of notice give written notice to the superintendent of his/her request for a hearing.

The superintendent shall, within five (5) working days after receipt of request, assign a hearing officer from the list maintained by the Board.

The hearing officer shall notify the parties, or their attorney, of the officer's assignment and direct the parties or the attorneys for the parties, or both, to appear before the hearing officer for simplification of issues and the scheduling of the hearing. That hearing shall be set no later than thirty (30) calendar days following receipt of the initial request for a hearing. In the discretion of the hearing officer, all or part of any prehearing conference may be conducted by telephone if each participant has an opportunity to participate, be heard, and to address proof and evidentiary concerns. The hearing officer is empowered to issue appropriate orders and to regulate the conduct of the proceedings.

Either party may appeal to the Board of Education an adverse ruling by giving written notice of appeal within ten (10) working days of the hearing officer's delivery of the hearing officer's written findings and conclusions. The superintendent shall prepare a copy of the proceedings, including all transcripts and evidence, documentary or otherwise, and transmit the same to the Board within twenty (20) working days of the receipt of the notice of appeal.

The Board shall hear the appeal on the record, and no new evidence may be submitted by either party. The appealing party may appear before the Board to argue why the adverse ruling should be overturned. In no event should such argument last more than fifteen (15) minutes, unless the Board should vote to extend additional time. At the conclusion of the hearing, any member of the Board may vote to sustain the decision of the Hearing officer, send the record back for additional evidence, revise the penalty or reverse the decision. The Board shall render its decision to the appealing party in writing within ten (10) working days after the conclusion of the hearing. In the event that the decision of the Board is appealed to the Chancery court, the Board shall transmit the entire record prepared by the superintendent and reviewed by the Board to the Chancery court for its review.

RESIGNATION

A teacher shall give the superintendent notice of resignation at least thirty (30) calendar days before the effective date of the resignation. A teacher who fails to give such notice, in the absence of justifiable extenuating circumstances, shall forfeit all tenure status. The Board may waive the thirty (30) days notice requirement and permit a teacher to resign in good standing.⁵

The conditions under which it is permissible to break a contract with the Board are as follows:⁶

1. The incapacity on the part of the teacher to perform the contract as evidenced by the certified statement of a physician approved by the Board;
2. The drafting of the teacher in to military service by a selective service board; or
3. The release by the Board of the teacher from the contract which the teacher has entered into with the Board.

Any teacher on leave shall notify the superintendent in writing at least thirty (30) calendar days prior to the date of return if the teacher does not intend to return to the position from which he/she has taken leave. Failure to render such notice may be considered a breach of contract.⁷

Upon a breach of contract, the Board, upon a motion recorded in its minutes, may file a complaint with the State Board of Education and request the suspension of a teacher's license. After the State Board of Education has provided the teacher an opportunity for defense during a hearing, the State Board of Education may suspend the license for no less than thirty (30) calendar days and no more than three hundred sixty-five (365) calendar days.⁸

RETIREMENT

Retirement shall mean a termination of services under conditions which will allow the employee to draw benefits from retirement plans and/or social security benefits. Employees eligible for retirement benefits may elect to retire at any age according to the provisions of the retirement system.

Central office personnel shall assist employees in securing retirement benefits; however, it shall be the responsibility of the retiring employee to provide verification of eligibility in writing from TCRS to the central office. It shall be the responsibility of the retiring employee to file for benefits.

Legal References

1. [TCA 49-5-511\(a\)\(3\)](#)
2. [TCA 49-2-301\(b\)\(1\)\(EE\)](#), [TCA 49-5-512\(d\)](#)
3. [TCA 49-5-511\(a\)\(2\)](#)
4. [TCA 49-5-511; 512; 513](#)
5. [TCA 49-5-508\(a\)](#)
6. [TCA 49-5-508\(c\)](#)
7. [TCA 49-5-706](#)
8. [TCA 49-5-411\(b\)](#)

Cross References

Public Hearings 1.401
 Teacher Tenure 5.117
 Recommendations and File Transfers 5.203

Lakeland Board of Education

Monitoring: Review: Annually, in February	Descriptor Term: Separation Practices for Non-Tenured Teachers	Descriptor Code: 5.201	Issued Date: 05/11/26
		Rescinds: 5.201	Issued: 07/11/22

ALLEGATIONS REQUIRING TEMPORARY REMOVAL FROM DUTY

If an investigation of an employee's conduct is required, the Superintendent shall determine whether to temporarily modify the employee's work status based on concerns for safety or to minimize disruption to the educational environment. This may include, but is not limited to:

- Reassignment to alternate duties;
- Placement on administrative leave with pay; or
- Temporary removal from the school setting.

Such action shall not be considered disciplinary in nature but rather a precautionary measure until a determination can be made regarding an appropriate return to duties, or the imposition of disciplinary action, which could include suspension without pay.

SUSPENSION PENDING AN INVESTIGATION¹

The superintendent may suspend a teacher at any time that may seem necessary, pending investigation or final disposition of a case before the board or an appeal. If the matter under investigation is not the subject of an ongoing criminal investigation or a Department of Children's Services investigation, and if no charges for dismissal have been made, a suspension pending investigation shall not exceed ninety (90) calendar days in duration.

Under no circumstances shall the superintendent suspend a non-tenured teacher with pay **if there is a pending investigation**. If vindicated or reinstated, the non-tenured teacher shall be paid full salary for the period of suspension, ~~unless suspension without pay is deemed to be an appropriate penalty.~~

SUSPENSION OF THREE DAYS OR LESS²

A superintendent/designee may suspend a teacher for incompetence, inefficiency, neglect of duty, unprofessional conduct and insubordination. Before an employee is suspended he/she shall be: (1) provided with written notice, including the reasons for the suspension along with an explanation of the evidence; (2) given an opportunity to respond to the superintendent at a recorded conference, if requested within five (5) working days; and (3) given a written decision of the suspension within ten (10) working days. Both parties may be represented by counsel at the conference, which shall be recorded.

Under no circumstances shall the superintendent suspend a non-tenured teacher with pay. If reinstated, the non-tenured teacher shall be paid full salary for the period of suspension unless suspension without pay is deemed to be an appropriate penalty.

DISMISSAL OR SUSPENSION GREATER THAN THREE DAYS²

The superintendent may dismiss or suspend for more than three working days any non-tenured teacher **during the contract year** for incompetence, inefficiency, insubordination, improper conduct or neglect of duty after giving the non-tenured teacher, in writing, due notice of the charges.

The superintendent shall give the non-tenured teacher an opportunity for a full and complete hearing before an impartial hearing officer.

The Board will appoint an impartial hearing officer to conduct such hearings. The hearing officer will hear the case and the employee shall have the right to:

1. Be represented by counsel;
2. Call and subpoena witnesses;
3. Examine all witnesses; and
4. Require that all testimony be given under oath.

Factual findings and decisions in all dismissal cases shall be reduced to written form and delivered to the affected employee within ten (10) working days following the close of the hearing. The employee may appeal the decision to the Board within ten (10) working days of the hearing officer rendering the written decision to the employee. Written notice of appeal to the Board shall be given to the superintendent. Within twenty (20) working days' of receipt of notice, the superintendent shall prepare a copy of the proceedings, transcript, documentary and other evidence presented and provide the Board a copy of the same.

The Board shall hear the appeal. No new evidence shall be introduced. The non-tenured teacher may appear in person or be represented by counsel and argue why the decision should be modified or reversed. The Board shall take one of the following actions:

1. Sustain the decision;
2. Send the record back if additional evidence is necessary; or
3. Revise the penalty or reverse the decision.

Before any decision to dismiss is made, a majority of the membership of the Board shall concur in sustaining the charges. The Board shall render a decision to the appealing party in writing on the appeal within ten (10) working days after the conclusion of the hearing.

The superintendent shall also have the right to appeal any adverse ruling by the Hearing Officer in same manner as the non-tenured teacher.

Within twenty (20) working days after receipt of notice of the decision of the Board, either party may appeal to the chancery court in the county where the school system is located. The Board shall provide the entire record of the hearing to the court.

NONRENEWAL

Non-tenured teachers are subject to the same rules and regulations and are entitled to the privileges of employment enjoyed by tenured teachers except that they have no claim upon continuing employment or tenure protections.

The principal is responsible for discussing deficiencies as part of the evaluation process with the non-tenured teacher and providing assistance for overcoming these deficiencies.

The superintendent is under no obligation to re-employ non-tenured teachers at the end of their contract period. If the superintendent determines not to renew the contract of a non-tenured teacher, the following action shall be taken:

1. The Superintendent shall notify the Board of all non-renewals in writing within ten (10) business days; and
2. Written notice of non-renewal shall be sent to the teacher by certified mail, overnight carrier, or by email within five (5) business days following the last instructional day for the school year.³ If the reason for nonrenewal is due only to a loss of funding for the position, then the notice shall include a statement listing it as the cause for nonrenewal.⁴

RESIGNATION

A teacher shall give the superintendent notice of resignation at least thirty (30) calendar days before the effective date of the resignation.⁴ The Board may waive the thirty (30) days-notice requirement and permit a teacher to resign in good standing.

The conditions under which it is permissible to break a contract with the Board are as follows:⁵

1. The incapacity on the part of the teacher to perform the contract as evidenced by the certified statement of a physician approved by the Board;
2. The drafting of a teacher into military service by a selective service board; or
3. The release by the Board of the teacher from the contract which the teacher has entered into with the Board.

Any teacher on leave shall notify the superintendent in writing at least thirty (30) calendar days prior to the date of return if the teacher does not intend to return to the position from which he/she has taken leave. Failure to render such notice may be considered a breach of contract.⁶

Upon a breach of contract, the Board, upon a motion recorded in its minutes, may file a complaint with the State Board of Education and request the suspension of a teacher's license. After the State Board of Education has provided the teacher an opportunity for defense during a hearing, the State Board of

Education may suspend the license for no less than thirty (30) and no more than three hundred sixty-five (365) calendar days.⁷

RETIREMENT

Retirement shall mean a termination of services under conditions which will allow the employee to draw benefits from retirement plans and/or social security benefits.

Employees eligible for retirement benefits may elect to retire at any age according to the provisions of the retirement system. Central office personnel shall assist employees in securing retirement benefits; however, it shall be the responsibility of the retiring employee to provide verification of eligibility in writing from TCRS to the central office. It shall be the responsibility of the retiring employee to file for benefits.

~~Employees who retire under TCRS may be employed up to one hundred twenty (120) days per year without loss of retirement benefits. Retired teachers may substitute teach for additional days if the superintendent certifies in writing to the Division of Retirement that no other qualified personnel are available to substitute teach.⁸~~

(Note: Nonrenewal of non-tenured teachers after the contract year is not suspension or dismissal and does NOT follow the suspension/dismissal procedures outlined in this policy. Rather, nonrenewal of non-tenured teachers after the contract year follows the non-renewal procedures outlined in this policy.)

Legal References

1. [TCA 49-5-511\(a\)\(3\)](#)
2. [TCA 49-2-301\(b\)\(1\)\(EE\)](#); [TCA 49-5-512](#)
3. [TCA 49-5-409](#)
4. [TCA 49-5-409\(b\)\(2\)](#)
5. [TCA 49-5-508](#)
6. [TCA 49-5-411\(a\)](#)
7. [TCA 49-5-706](#)
8. [TCA 49-5-411\(b\)](#)

Cross References

Public Hearings 1.401
 Teacher Tenure 5.117
 Recommendations and File Transfers 5.203

Lakeland Board of Education

Monitoring: Review: Annually, in February	Descriptor Term: Separation Practices for Non-Certified Employees	Descriptor Code: 5.202	Issued Date: 05/11/26
		Rescinds: 5.202	Issued: 05/12/14

ALLEGATIONS REQUIRING TEMPORARY REMOVAL FROM DUTY

If an investigation of an employee's conduct is required, the Director of Schools shall determine whether to temporarily modify the employee's work status based on concerns for safety or to minimize disruption to the educational environment. This may include, but is not limited to:

- Reassignment to alternate duties;
- Placement on administrative leave with pay; or
- Temporary removal from the school setting.

Such action shall not be considered disciplinary in nature but rather a precautionary measure until a determination can be made regarding an appropriate return to duties, or the imposition of disciplinary action, which could include suspension without pay.

SUSPENSION

A superintendent/designee may suspend an employee at any time when deemed necessary.¹ ~~The superintendent/designee shall provide written notice to any employee who is suspended.~~

Under no circumstances shall a superintendent suspend an employee with pay if a Department of Children's services or criminal investigation is pending. If reinstated, the employee shall be paid full salary for the period of suspension, unless suspension without pay is deemed to be an appropriate penalty.

DISMISSAL

All non-certified (classified) employees are employed at the will of the superintendent. The superintendent may dismiss any non-certified employee during the year for any lawful reason. ~~The superintendent /designee shall provide written notice to any employee who is dismissed.~~

RESIGNATION

Support personnel shall give the immediate supervisor written notice of resignation at least two (2) weeks (ten (10) working days) in advance of the effective date of voluntary termination. The ten (10) working days may be waived by the superintendent for justifiable reason.

The immediate supervisor shall forward copies the day received to the superintendents' office. The payroll office will prepare final payment for the next appropriate scheduled pay day.

RETIREMENT

Retirement shall mean a termination of services under conditions which will allow the employee to draw benefits from retirement plans and/or social security benefits. Employees eligible for retirement benefits may elect to retire at any age according to the provisions of the retirement system.

Central office personnel shall assist employees in securing retirement benefits; however, it shall be the responsibility of the retiring employee to obtain verification of eligibility in writing from TCRS to the central office. It shall be the responsibility of the retiring employee to file for eligible benefits. Employees who retire under TCRS may be employed up to one-hundred-twenty (120) days per year without loss of retirement benefits.²

Legal References

1. [TCA 49-2-301\(b\)\(1\)\(EE\), \(FF\)](#)
2. [TCA 8-36-805](#)

Cross References

[Recommendations and File Transfers 5.203](#)

Lakeland Board of Education

Monitoring: Review: Annually, in February	Descriptor Term: Sick Leave	Descriptor Code: 5.302	Issued Date: 05/11/26
		Rescinds: 5.302	Issued: 02/06/23

General

Only full-time employees of Lakeland School System may earn sick leave. All full-time LSS employees shall earn one (1) day of sick leave for each month employed¹. Sick leave shall be cumulative for all earned or transferred days not used.

All requests for sick leave pay shall be entered in the Employee Portal on the LSS website and shall list the cause of absence. The employee’s immediate supervisor must approve all requests for sick leave pay. A falsified cause of absence shall be grounds for dismissal.

~~A certificate from the physician on forms furnished by the Board~~ Documentation from a physician may be required in support of any claim for sick leave pay. An employee absent for five (5) consecutive working days shall submit a doctor's statement verifying illness or injury of the employee or immediate family member.

Frequent use and/or suspected misuse of sick leave by an employee are sufficient grounds for requiring a physician’s certificate stating the reason for absence.

The principal shall notify the Human Resources office at once if an employee is sick beyond the limit of his/her sick leave accumulation.

SICK LEAVE DEFINED²

“Sick Leave” shall mean leave of absence because of illness from natural causes or accident, quarantine, or illness or death of a member of the immediate family of a professional employee, including the employee’s wife or husband, parents, grandparents, children, grandchildren, brothers, sisters, mother-in-law, father-in-law, daughter-in-law, son-in-law, brother-in-law, and sister-in-law.

SPECIAL CONSIDERATIONS

A teacher, upon employment, may transfer his/her accumulated sick leave from another Tennessee school district, provided that the Director of Schools of the district in which the accumulated leave was held provides notarized verification.³

Upon termination of the employment of an employee before the sick days are earned or at the end of the school year, there shall be deducted from the final paycheck of the employee an amount based on the employee’s daily rate of pay sufficient to cover the excess sick leave days used by the employee; if the final paycheck is insufficient for this purpose, the employee shall be liable for reimbursement to

Lakeland School System for any amount in excess of the employee's final paycheck.

Upon termination, all unused sick leave accumulated by the employee shall be terminated, unless the employee requests a transfer of accumulated sick leave to another Tennessee school district.³ ~~However, upon the employee's employment or reemployment by an eligible employer, the accumulated sick leave that the employee lost by previous termination of employment in a public school system in the State of Tennessee will be granted, except in the following circumstances:~~

- ~~1. The employee terminated for cause³; or~~
- ~~2. The employees did not leave employment with the previous school district in good standing.~~

~~The allocation of previously accumulated, unused sick leave shall be made only upon application of the employee and only upon written verification notarized by the Superintendent/designee of the system in which the accumulated sick leave was held⁴.~~

~~All personal days accrued as of an employee's last day of work with LSS shall be converted into sick leave days.~~

At retirement, unused accumulated sick leave may be used as retirement credit to the extent such is permitted by the Tennessee Consolidated Retirement Plan (TCRS).

Legal References

1. [TCA 49-5-710\(a\)\(1\)](#)
2. [TRR/MS.0520-01-02-.04\(2\)](#)
3. [TCA 49-5-710\(a\)\(5\)](#)

Cross References

Workers' Compensation 3.602
 Personal and Professional Leave 5.303
 Family and Medical Leave 5.305
 Physical Assault Leave 5.307

Lakeland Board of Education

Monitoring: Review: Annually, in March	Descriptor Term: Personnel Health Examinations / Communicable Diseases	Descriptor Code: 5.400	Issued Date: 05/11/26
		Rescinds: 5.400	Issued: 05/11/15

All employees, prior to entering service, shall present a certificate showing a satisfactory health record.¹ ~~The superintendent shall develop procedures for employees to report the contraction of contagious or communicable diseases.~~ Employees shall inform the Director of Schools whenever they contract a contagious or communicable disease.

~~No~~ An employee who has any communicable disease shall not perform his/her duties in any location where such might endanger the health of school children students. The Board shall require any employee to submit to a physical examination by a physician whenever there is reason to believe that the employee has any communicable disease.²

The superintendent shall reassign ~~or suspend any employee~~ an employee to alternate duties, place employee on administrative leave with pay, or temporarily remove employee from the school setting who is suspected of having a communicable disease which might endanger the health of children, pending investigation and final disposition of the case before the Board.³

To assist the Board in making final disposition of the case, the superintendent may refer the case to the County Health Office or other medical experts.

~~The Board shall use the written report to determine the employment status of the employee.~~

Legal References

1. [TCA 49-5-404](#)
2. [TCA 49-2-203\(b\)\(2\)](#); [TCA 49-5-710\(a\)\(7\)](#); ~~TCA 49-5-404~~
3. ~~TCA 49-5-511~~

Cross References

Section 504 and ADA Grievance Procedures 1.802

Lakeland Board of Education

Monitoring: Review: Annually, in March	Descriptor Term: Drug & Alcohol Testing for Employees	Descriptor Code: 5.403	Issued Date: 05/11/26
		Rescinds: 5.403	Issued: 10/06/25

REASONABLE SUSPICION DRUG TESTING

~~Trained supervisors have the responsibility to observe and document the cause for reasonable suspicion and when appropriate, refer the matter to the superintendent/designee. It is not the supervisor's responsibility to attempt diagnosis. When reasonable suspicion exists, the supervisor shall file a written report with the superintendent/designee detailing the basis for the suspicion, including specific, contemporaneous, articulable observations concerning the appearance, behavior, speech and/or body odors of the employee. After the report is filed, the employee should be notified.~~ If a supervisor observes or receives a report of conduct suggesting a potential violation of Policy 1.804, Alcohol & Drugs in the Workplace, the supervisor shall promptly inform the Superintendent/designee. Upon reasonable suspicion that an employee's job performance or behavior may be impaired by illegal drugs, including improper use of prescribed drugs, or alcohol, the Superintendent/designee may require the employee to undergo drug or alcohol testing.

An employee who is required to submit to drug or alcohol testing based upon reasonable suspicion and refuses shall be charged with insubordination, and necessary procedures will be taken to terminate the employee in accordance with board policy, and state law, where applicable.

An employee who tests positive on a reasonable suspicion test will be in violation of this policy and subject to termination.

The Superintendent or his/her authorized designee are the only individuals in the district authorized to make the determination that reasonable suspicion or cause exists to order a drug screen and are the only individuals who may order an employee to submit to a drug screen.

Two types of cases for which reasonable suspicion procedures may be invoked are:

1. Chronic Case: Deteriorating job performance or changes in personal traits or characteristics where the use of alcohol or drugs may be reasonably suspected as the cause.
2. Acute Case: Appearing in a specific incident or observation to then be under the present influence of alcohol or drugs, or investigation of an accident where the use of alcohol or drugs is reasonably suspected to be a contributing cause.

~~Any employee may be required to submit to substance screening if the following conditions exist: (list is not inclusive)~~ Circumstances under which substance screening may be considered, in either the chronic or acute cases, include, but are not limited to, the following:

1. Observed use, possession, or sale of illegal drugs and/or use, possession, sale, or abuse of alcohol and/or the illegal use or sale of prescription drugs.
2. Apparent physical state of impairment of motor functions.
3. Marked changes in personal behavior not attributed to other factors.
4. Employee involvement in or contribution to an accident where the use of alcohol or drugs is reasonably suspected or employee involvement in a pattern of repetitive accidents, whether or not they involve actual or potential injury.
5. Violation of criminal drug statutes involving the use of illegal drugs, alcohol, or prescription drugs and/or violations of drug statutes.

The circumstances under which substance screening may be considered, as outlined above, are strictly limited in time and place to employee conduct on duty or during work hours, or on or in Board of Education property, or at school system-approved or school-related functions.

Prior to substance screening, employees must sign an acknowledgement that the summary result will be transmitted to the Medical Review Officer and the Superintendent/designee.

Drug and alcohol screening shall be conducted by Board approved, independent, certified laboratories utilizing recognized techniques and procedures. A breath analysis test will be performed by a certified Breath Alcohol Technician.

~~The use, possession, sale, purchase or transfer of any controlled substances except medically prescribed drugs on school property, while on school business or while operating school vehicles and equipment is prohibited. Drinking alcoholic beverages during working hours, four (4) hours before reporting to work or having any measurable amount of alcohol in their system during working hours is prohibited, whether on or off school property. Working hours include all breaks. Off-duty use of drugs and alcohol is prohibited to the extent that it affects driver's attendance or performance and his/her ability to pass required DOT alcohol and controlled substance tests. Any violation of this policy is grounds for termination as an employee of the Board and possible legal prosecution.~~

~~The use of any prescription drug that could affect the central nervous system or one that would impair reaction time shall be reported to the superintendent/director of transportation. Notice shall be given of non-prescription (over-the-counter) drugs being taken on a regular basis. The notice shall include the duration of ingestion and the possible side effects.~~

TESTING FOR CDL EMPLOYEES

All drivers and applicants for driver positions who are required to hold a Commercial Driver's License (CDL) to perform their job function shall adhere to the requirements of this policy and all procedures relating to this policy.¹

The use, possession, sale, purchase, or transfer of any controlled substances, except medically prescribed drugs on school property, while on school business, or while operating school vehicles and

equipment, is prohibited. Drinking alcoholic beverages during working hours, four (4) hours before reporting to work, or having any measurable amount of alcohol in the employee's system during working hours is prohibited, whether on or off school property. Working hours include all breaks. Off-duty use of drugs and alcohol is prohibited to the extent that it affects the driver's attendance or performance and his/her ability to pass required Department of Transportation alcohol and controlled substance tests. Any violation of this policy is grounds for termination and possible legal prosecution.

The use of any prescription drug that could affect the central nervous system or one that would impair reaction time shall be reported to the Director of Schools/designee. Notice shall be given of non-prescription (over-the-counter) drugs being taken on a regular basis. The notice shall include the duration of ingestion and the possible side effects.

Procedures

The execution and enforcement of this policy will follow set procedures to screen bodily fluids, conduct breath testing, and/or search all employees/applicants for alcohol and drug use, and those employees suspected of violating this policy who are involved in a reportable accident or who are periodically or randomly selected. The procedures are designed not only to detect violations of this policy but also to ensure fairness to each employee. Disciplinary action will be taken as necessary.

Implementation

The superintendent/~~director of transportation~~ designee is authorized to implement this policy and procedures for the drug testing program, including a periodic review of the program to address any problems, changes and/or revisions of it, maintenance of all records required by the federal regulations, and determination upon Board approval of how the program will be accomplished, whether in-house, contracted or by consortium.

Dissemination

The superintendent /director of transportation shall be responsible for communicating this policy and the procedures to all employees affected by this policy and shall be accountable for its consistent enforcement.² The superintendent/~~director of transportation~~ designee is designated to answer questions about this policy, procedures and all other matters involved in alcohol and controlled substance testing of CDL drivers and the reasonable suspicion testing of all other employees.

~~TESTING FOR CDL EMPLOYEES~~

~~All drivers and applicants for driver positions who are required to hold a Commercial Driver's License (CDL) to perform their job function must adhere to the requirements of this policy and all procedures relating to this policy.⁴~~

Legal References

1. [Omnibus Transportation Employee Testing Act of 1991, 49 USCA § 5331](#)
2. [49 CFR § 382.601](#)

Cross References

[Alcohol & Drugs in the Workplace 1.804](#)

Lakeland Board of Education

Monitoring: Review: Annually, in March	Descriptor Term: Political Activities	Descriptor Code: 5.606	Issued Date: 05/11/26
		Rescinds: 5.606	Issued: 02/08/21

Employees have a right to express their views as private citizens on matters of public concern, but shall not represent that the personal views that they express are the views of the Board of Education or School System.

Employees may, on their own time, campaign for or against any candidate or referendum, but are prohibited from using system owned property to engage in political activity. System owned property includes, but are not limited to: all buildings, signage, message boards, telephonic equipment, electronic equipment and email accounts. **District-owned property, including school buildings, district offices, and other facilities, shall not be used as a location for filming or recording content intended for political promotion or solicitation.** Employees shall not use audio or video messages to engage in any political promotion or solicitation during school hours.¹

School employees shall not engage in political activity on school premises during school hours.

Legal References

1. [TCA 49-6-2009](#)

Cross References

- Board-Community Relations 1.500
- News Releases, News Conferences & Interviews 1.503
- Advertising & Distribution of Materials in Schools 1.806

Lakeland Board of Education

Monitoring: Review: Annually, in March	Descriptor Term: Tutoring for Pay	Descriptor Code: 5.608	Issued Date: 05/11/26
		Rescinds: 5.608	Issued: 05/11/15

Any teacher may enter into an agreement with parent(s)/guardian(s) for tutoring children for a fee, but this practice ~~must~~ shall be limited to those children whom the teacher is not currently exercising teaching, administrative or supervisory responsibility.¹ No private teaching or tutoring shall be done during the hours of the regular school day.

Any teacher who enters into a private tutoring agreement with a parent/guardian does so as an independent actor and not as an agent of the school district. The school district shall not be liable for any claims, damages, or liabilities arising from or related to private tutoring services provided by a school employee. The teacher providing such tutoring services shall assume full responsibility and liability, and agrees to indemnify and hold harmless the school district, its board members, administrators, and employees from any and all claims, demands, actions, or causes of action arising out of or in connection with such services.

School facilities or equipment may not be used for private profit.

Legal References

1. [TCA 49-5-1003\(b\)\(11\)](#)

Cross Reference

Community Use of School Facilities 3.206
Non-School Employment 5.607

Lakeland Board of Education

Monitoring: Review: Annually, in March	Descriptor Term: Superintendent	Descriptor Code: 5.800	Issued Date: 05/11/26
		Rescinds: 5.800	Issued: 05/11/15

The superintendent shall be the chief executive officer of the school system and shall have, under the direction of the Board, general supervision of all the public schools, personnel and departments of the school system. ~~The superintendent is responsible for the management of the schools under the Board's policies and is accountable to the Board.~~¹ The Superintendent is the only employee directly employed by the Board of Education. All other employees of the district are employed, supervised, and managed under the authority of the Director of Schools.¹

~~The superintendent, at his/her discretion, may delegate any of his/her duties to other school personnel.~~

The Superintendent is charged by the Board with the responsibility to oversee and manage all personnel matters within the district, consistent with applicable laws, regulations, and Board policies. This includes hiring, assignment, evaluation, discipline, and dismissal of employees, as well as the delegation of such duties as appropriate.²

Legal References

1. [TCA 49-2-301\(a\)](#)
2. [TCA 49-2-301\(e\)](#)



Approved 05/11/26

Laura Harrison
Board Chair

Jeremy Burnett
Board Vice-Chair

Keith Acton
Board Member

Michelle Childs
Board Member

Deborah Thomas
Board Member

Ted Horrell
Superintendent

2026-2027 Lakeland School Board Meeting Dates

August 2026	September 2026	October 2026	November 2026	December 2026	January 2027
3 Work Session <i>5:45pm Lakeland City Hall</i>	8* Work Session <i>*Tuesday 5:45pm Lakeland City Hall</i>	5 Business Meeting <i>5:45pm Lakeland City Hall</i>	2 Work Session <i>5:45pm Lakeland City Hall</i>	7 Work Session <i>5:45pm Lakeland City Hall</i>	11 Business Meeting <i>5:45pm Lakeland City Hall</i>
10 Business Meeting <i>5:45pm Lakeland City Hall</i>	14 Business Meeting <i>5:45pm Lakeland City Hall</i>		9 Business Meeting <i>5:45pm Lakeland City Hall</i>	14 Business Meeting <i>5:45pm Lakeland City Hall</i>	

February 2027	March 2027	April 2027	May 2027	June 2027	July 2027
1 Work Session <i>5:45pm Lakeland City Hall</i>	1 Work Session <i>5:45pm Lakeland City Hall</i>	5 Work Session <i>5:45pm Lakeland City Hall</i>	3 Work Session <i>5:45pm Lakeland City Hall</i>	7 Work Session <i>5:45pm Lakeland City Hall</i>	12 Business Meeting <i>5:45pm Lakeland City Hall</i>
8 Business Meeting <i>5:45pm Lakeland City Hall</i>	8 Business Meeting <i>5:45 pm Lakeland City Hall</i>	12 Business Meeting <i>5:45 pm Lakeland City Hall</i>	10 Business Meeting <i>5:45pm Lakeland City Hall</i>	14 Business Meeting <i>5:45pm Lakeland City Hall</i>	

**Meeting dates, times and location are subject to change. Meeting dates, times and agendas will always be posted in advance at <http://www.lakelandk12.org/>