SUNY Charter Schools Institute
The State University of New York

# PROPOSAL SUMMARY AND TRANSMITTAL FORM

| Proposed School Information | | | |
|---|---|---|---|
| **Charter School Name:** | **Amber Charter School III** | | |
| Education Corp. Name: | Amber Charter Schools | | |
| Education Corp. Status: | Established | Proposal Type: | Standard |
| School District (or NYC CSD): | NYC CSD 6 | Opening Date: | 2020 |

| Proposed Grades and Enrollment | | |
|---|---|---|
| Charter Year | Grades | Enrollment |
| Year 1 | K, 1, 5, 6 | 400 |
| Year 2 | K-2, 5-7 | 610 |
| Year 3 | K-3, 5-8 | 802 |
| Year 4 | K-8 | 902 |
| Year 5 | K-8 | 923 |

| Proposed Affiliations (if any) | |
|---|---|
| Charter Management Company ("CMO"): | Not applicable. |
| CMO Public Contact Info (Name, Phone): | Not applicable. |
| Partner Organization: | Not applicable. |
| Partner Public Contact Info (Name, Phone): | Not applicable. |

| Lead Applicant Contact Information | | | | | |
|---|---|---|---|---|---|
| **First Lead Applicant Name:** | **Vasthi Acosta** | | | | |
| Applicant is a: | ☐ Parent ☐ Teacher X School Administrator X District Resident X Education Corp./Charter School | | | | |
| Organization Name: | Amber Charter Schools | | | | |
| Applicant Mailing Address: | [redacted] | | | | |
| Primary Phone #: | [redacted] | Secondary Phone #: | [redacted] | Email: | [redacted] |
| **Second Lead Applicant Name:** | | | | | |
| Applicant is a: | ☐ Parent ☐ Teacher ☐ School Administrator ☐ District Resident ☐ Education Corp./Charter School | | | | |
| Organization Name: | | | | | |
| Applicant Mailing Address: | | | | | |
| Primary Phone #: | | Secondary Phone #: | | Email: | |
| List additional lead applicants in the "Other" section. | X Not Applicable ☐ Additional Applicants Listed in "Other" | | | | |

| Media/Public Contact Information (required) | | | | | |
|---|---|---|---|---|---|
| Name: | Christine Ganey | Phone #: | 212-534-9667 x107 | Email: | cganey@ambercharter.org |

| Lead Applicant Signature | | | |
|---|---|---|---|
| Signature: | Vasthi Acosta | Date: | 1/8/19 |

*By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this proposal to establish a charter school pursuant to the New York Charter Schools Act with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.*

## Program Design

MISSION STATEMENT

**Amber Charter Schools** provide students with an academically rigorous and well-rounded education, along with strong character development, which enables them to prosper in their future endeavors.

KEY DESIGN ELEMENTS

During the 20 years of serving the children of East Harlem, and subsequently replicating its K-5 model in the Bronx, Amber Charter Schools has not only created a program that produces strong academic performance, but more broadly addresses the learning and developmental needs of the whole child through enrichment offerings and a comprehensive range of supports.

Therefore, many key elements of Amber Charter School East Harlem and Kingsbridge will also be foundational in this replication and expansion.

Amber Charter School III, like its predecessors, will:

1. **Ensure a rigorous and comprehensive core academic experience**
2. **Support students in multiple ways**
3. **Create an educational community that celebrates culture and fosters a love of learning**

With its expansion into the middle school grades, Amber Charter School III also intends to:

4. **Provide clear pathways to high school and college**

**1. Ensure a Rigorous and Comprehensive Core Academic Experience**

Students will be engaged in rigorous academic experiences, value and demonstrate discipline and hard work, and be held responsible for their learning. All of our students will learn through direct skill and strategy building instruction, blended with opportunities to think critically, write creatively, make cross content connections and construct knowledge grounded in hands-on and real-world experiences. This will be evident in the authentic work they produce, their performance on formative and summative assessments, their responses to thought-provoking questions and their reflections on their own learning, orally and in writing. Learning will be challenging, exploratory, integrative and relevant.

- Students at all grades levels will receive instruction in the core subject areas:
  - At least 90 minutes a day of literacy
  - At least 65 minutes a day of mathematics
  - At least 90 minutes a week of social studies
  - At least 180 minutes a week of science in K-4, and 235 minutes in 5-8, to allow for extended lab experiences
- Non-core subject learning experiences will also be rich and engaging:
  - All students will learn Spanish as a second language. Eighth graders will graduate from Amber Charter School III as dual language speakers and readers.
  - Students will have opportunities to develop their skills, knowledge and passions within visual arts, music, physical education and technology classes.
  - Middle school students will benefit from integrated STEAM academic enrichment periods, twice each week.

**2. Support Students in a Multiple Ways**

Amber Charter Schools are inclusive environments. The same commitment will be replicated and expanded upon at Amber Charter School III through its RtI framework, K-8 model, small class size and low teacher/student ratio.

Amber Charter School III will employ a Response to Intervention multi-level prevention framework to categorize, support and monitor students, based on benchmark and formative assessment results. This approach is reflective of the Amber Charter Schools' core belief that every student can achieve grade level learning standards. Teachers will modify and differentiate core instruction for the broad range of challenged to advanced students. Moderate and high intensity interventions (for students identified as at-risk or as formally requiring Special Education and English as a Second Language services) will be provided by special education, ESL and Title I teachers.

All Amber Charter School III learners will be known and holistically supported across all grade levels. Students will have nine years to develop long-term, deep relationships with peers and staff members in our K-8 setting. Classes will have no more than 25 students across all grade levels, assuring a low teacher to student ratio.

**3. Create an educational community that celebrates culture and fosters a love of learning**

Learning will be a public and pervasive pursuit. In additional to the "AMBER Way," which articulates key character traits (**A**chievement, com**M**unity, responsi**B**ility, hon**E**sty and **R**espect), students will be highly engaged in lessons, which will involve projects, investigations and explorations, and the integration of the arts. Daily learning will be interactive and collaborative, with students frequently working in pairs and teams to grapple with new concepts and skills and provide evidence of mastery.

Amber Charter School III students will work collaboratively, within and across classrooms and grade levels on impactful, meaningful community service projects.

Middle School Advisory at Amber Charter School III will foster connectedness and communication, while supporting students' social and emotional development and academic performance and persistence.

**4. Provide Clear Pathways to High School and College**

The structure of Middle School Advisory will ensure all Amber Charter School III students make successful transitions to high school.

Our students will also begin to contemplate their future aspirations, and to understand what will take to pursue higher education degrees and stimulating, impactful careers of their choice. Amber Charter School III will provide numerous opportunities for students to be exposed to and explore college and career pathways, through college visits, meeting college-aged or early career adults, partnerships with post-secondary institutions and real-world internships.

## BRIEF OVERVIEW OF ACADEMIC PROGRAM

Students will be engaged in rigorous academic experiences, value and demonstrate discipline and hard work, and be held responsible for their learning. All of our students will learn through direct skill and strategy building instruction, blended with opportunities to think critically, write creatively, make cross content connections and construct knowledge grounded in hands-on and real-world experiences. This will be evident in the authentic work they produce, their performance on formative and summative assessments, their responses to thought-provoking questions and their reflections on their own learning, orally and in writing. Learning will be challenging, exploratory, integrative and relevant.

- Students at all grades levels will receive instruction in the core subject areas:
  - At least 90 minutes a day of literacy
  - At least 65 minutes a day of mathematics
  - At least 90 minutes a week of social studies
  - At least 180 minutes a week of science in K-4, and 235 minutes in 5-8, to allow for extended lab experiences
- Non-core subject learning experiences will also be rich and engaging:

- All students will learn Spanish as a second language. Eighth graders will graduate from Amber Charter School III as dual language speakers and readers.
- Students will have opportunities to develop their skills, knowledge and passions within visual arts, music, physical education and technology classes.
- Middle school students will benefit from integrated STEAM academic enrichment periods, twice each week.

## School Management

### MANAGEMENT STRUCTURE

The Amber Charter Schools Board will oversee all Amber Charter Schools through a single education corporation. A few additional Board members were recently sought with the following skills: enhanced fundraising capability, facility management, architecture, finance, and pediatric social emotional expertise.

Amber Charter School III will share management, Shared Support Team [SST], with Amber Charter School East Harlem and Amber Charter School Kingsbridge. The EdCorp, Amber Charter Schools, is embedded within the organization and the SST operates on-site at all school locations. The School Support Team includes an Executive Director, HR/Finance Officer, Chief Operations Officer/General Counsel, Chief Communications Officer, and a Director of Special Programs. Back-office departments will be further fortified to support this additional school, including the operational/financial department. The schools' principals report directly to the Executive Director and are members of the SST. The Executive Director and Director of Special Programs serve as Chief Academic Officers in partnership with the principals. This will be expanded in the coming years.

The Amber Charter School III school leadership structure will include one Principal, and two Assistant Principals, Directors of Operations, Deans of Students and Data and Assessment Managers (with elementary/middle school focus). Three Staff Developers round out the team. The Principal is the chief administrator at the school.

### ROLE OF CMO OR PARTNER(S)

Not applicable.

## School Facility Plans

Amber Charter School III plans to locate its K-8 program in CSD 6 and has identified a potential site.

Amber has started negotiating with Azimuth Development Group for a 35-year lease of an existing high school located at 532 West 215th Street. The facility is a 68,000 square foot building that currently houses Northeastern Academy. Amber has retained DBI, a real estate management consulting firm, and intends to complete lease negotiations by March 2019. We are currently exploring a number of facilities funding options, including Civic Builders and others, Amber intends to commence modest renovations in July 1, 2019, and be ready to occupy the space a year later on July 1, 2020. The school is nestled in a residential neighborhood flanked by parks and athletic facilities owned by Columbia University. Amber has a well-established partnership with Columbia University and anticipates leveraging this relationship on behalf of Amber Charter School III students so that they may access nearby athletic fields. The school is within walking distance of the 1 and A subway train lines and public bus options 7, 20 and 100.

## Board Member Names and Biographical Summaries

**Soledad Hiciano, Board Chair**

Ms. Soledad Hiciano has served on the Board in different capacities since the school's founding in 2000. Ms. Hiciano has served as the Executive Director of La Asociación Comunal de Dominicanos Progresistas (ACDP) or Community Association of Progressive Dominicans since 2006, a highly respected community organization serving thousands of families in Northern Manhattan and the Bronx. ACDP is the first Dominican-led community-based organization in Washington Heights, and has been providing services to the families of Washington Heights for over 25 years. Ms. Hiciano has been and still is a very active parent advocate in the field of education. She led the President's Council of District Six in 1997, was a key member of the ACDP-sponsored team that founded PS 210/Twenty-first Century Academy for Community Leadership in 1997 and played a key role in the founding of Amber Charter School. She holds a Bachelor of Science from Mercy College. She is the mother of three daughters and former resident of Washington Heights.

**John Gutierrez, Vice President**
John A. Gutiérrez is an Assistant Professor in the Department of Latin American and Latina/o Studies at John Jay College of Criminal Justice/CUNY. He is a historian of the Spanish-speaking Caribbean islands, he specializes in the history of Cuba and specifically the history of health, medicine and disease during the early twentieth century. He earned his undergraduate degree at Vassar College and his doctorate at the Graduate Center/CUNY, where he was the recipient of a Ralph Bunche Dissertation Fellowship.

Before joining the faculty at John Jay, Dr. Gutiérrez was an Associate at the MirRam Group specializing in communications, policy analysis, and fundraising. He is a member of the Board of Trustees of the Friends of the New Jersey Hispanic Research and Information Center at the Newark Public Library. He joined the Board of Trustees of the Amber Charter School in 2015. He lives in Montclair, NJ with his wife and two sons.

**Frank Aldridge, Treasurer**
Frank Aldridge is Vice President of strategy and corporate development at Tradeweb Markets LLC, a leading firm in operating electronic over-the-counter fixed income and derivatives marketplaces. Mr. Aldridge began his career at Ernst & Young LLP in their Financial Services Office where he worked in their audit and advisory practices. He received his BBA in Accounting from the University of Georgia and his MBA from New York University. Mr. Aldridge has lived in Manhattan since graduating from the University of Georgia and has previously served in the community through the SLE Lupus Foundation and Habitat for Humanity.

**Amador Centeno, Secretary**
Amador Centeno is the Vice President of Facilities Management & Campus Services at Columbia University Medical Center. He oversees the portfolio that includes: in Capital Projects, Maintenance, Operations, Housing, Finance and Administration, Compliance, Public Safety, Student Health Services, Dining and Catering, Library Services, and Space Planning divisions. Before joining Columbia, Mr. Centeno worked at Beth Israel Medical Center where he served as the Vice President of Administration overseeing Environment Services, Engineering, Linen, Safety, Transportation & Mail Services, Hazardous Waste Management and PACC Facilities. He holds a Master of Science degree in Health Services Administration from Iona College and a Bachelor of Arts degree in Economics from Lehman College. He lives in New Jersey with his wife, Virginia, daughter Tyler and twin boys, [redacted]

**Vasthi R. Acosta, Ex-Officio Trustee**
Vasthi Reyes Acosta is the Executive Director of Amber Charter School. Dr. Acosta was hired at Amber in 2007 as the Director of Curriculum and Instruction. In 2008 she was appointed Head of School/Principal, a position she held until 2014 when she became Executive Director. Dr. Acosta has worked in the NYC Department of Education as Assistant Principal, Consultant and teacher. She was a college professor at Hostos Community College in the Early Childhood Education department, a curriculum developer and teacher trainer at Teachers College. She is the founding convener of the Latino Charter Leaders Roundtable. Dr. Acosta is a graduate of Columbia University's Teachers College where she was awarded both a Doctor of Education and Master of Arts degrees. She also holds a Master of Science degree from Bank Street College of Education and a Bachelor of Arts degree from Fordham University. She is the wife of Appellate Justice Rolando T. Acosta, and mother to son, [redacted], daughter, [redacted], and son in law, [redacted]. She is a resident of Inwood.

**Kelly Combs, Trustee**
Kelly Combs is an architect & designer with Gensler, joining the NY office in 2004. She leads teams on technical and aesthetic design in the education practice area for higher education and K-12 facilities as well as specialty spaces such as Innovation Labs, Co-working workplace, and Maker Spaces. Kelly is an active member of the AIA Committee for Education Architecture. She develops roundtable discussions, panel events, and Maker/STEM workshops for K-12 children. Kelly lives in Manhattan with her husband, Jim, and their daughter, Bryce. In her spare time, she likes to ride bikes and take her daughter to the park for playtime. She is a Board Member at Amber because designing, planning and advocating for educators and education spaces has been her life's work.

**Dr. Miguelina Germán, Trustee**
Dr. Miguelina Germán is a clinical psychologist and researcher, with over 15 years of experience treating children, families and adults and evaluating clinical intervention programs. Dr. Germán is currently the Assistant Director of the Pediatric Behavioral Health Integrated Program (BHIP) at Montefiore Medical Group (MMG), which has integrated pediatric behavioral health providers into 20 primary care practices that serve 90,000 children across the Bronx, NY and lower Westchester County. She is the mother of two daughters and a resident of Washington Heights. She is passionate about improving the educational outcomes and emotional health of low-income children, in addition to passing on her love for reading and dancing to her own children. She completed her undergraduate work at Columbia University and obtained her doctoral degree from Arizona State University.

**Elena Goldberg Velazquez, Trustee**
Elena Goldberg Velazquez, Esq., works in the Law Department, in the New York State Supreme Court, Appellate Division, and First Department as the Principal Appellate Court Attorney. Previously, Elena worked at Soto, Sanchez and Negron, LLP where she handled civil litigation.

Elena is active in the Puerto Rican Bar Association, she is a Committee Member of the New York State Bar Association Diversity Committee and serves as Chair of Judicial Diversity Sub-Committee. Elena also serves as a board member of the City University of New York School of Law Board of Visitors. Elena earned her Bachelor of Arts in Political Science and International Relations from Syracuse University. Elena earned her Juris Doctor from City University of New York School of Law Queens College.

Elena was the recipient of the 2012 Manhattan Times/Bronx Free Press Distinguished Women's Award, the Puerto Rican Bar Association's 2009 Young Lawyer Women's Award, 2007 Entre Nosotras Award and 2006 Latin Scholarship Award.

**Beatriz Gonzalez, Trustee**
Beatriz Gonzalez is currently the VP Comptroller at Smile Train. She manages the company's Finance and Accounting and works closely with Fundraising and Grant Management. She has over twelve years of experience working at public accounting firm where she performed audits in a wide range of industries with a focus in non-profits. She enjoys changing the world one smile at a time by helping children with cleft lip and palate around the world. Ms. Gonzalez graduated Cum Laude from Rutgers University with a degree in Accounting. She earned her CPA designation in New York and New Jersey.

**Jazmine Landa, Amber Charter School II Kingsbridge Parent Representative**
Jazmine Landa serves as the Amber Kingsbridge parent representative on the Board of Trustees. Ms. Landa is the Office Manager at CARES, Mt. Sinai/St. Luke's Hospital. She has a Medical Assistant diploma from Brown Mackie College and is pursuing a Bachelor in Health Studies from Walden University. Ms. Landa cares about children receiving the best education possible as her son thrives at Amber.

**Shawnte Lorick, Amber Charter School II East Harlem Representative**
Shawnte Lorick serves as the Amber East Harlem parent representative on the Board of Trustees. Ms. Lorick is a U.S. Probation Officer Specialist at the U.S. District Court. She is a licensed social worker. Ms. Lorick has a Master's Degree in social work and a Master's Degree in criminal justice from the State University in Albany. As a resident of East Harlem, she believes strongly in her community and knows these children have the potential to become future leaders.

**Bradley Olsen, Trustee**
Bradley Olsen is a Managing Director at CIBC Commercial Banking, with proven skills in developing strong trusted adviser role for clients. Bradley has earned a reputation as a result driven, highly motivated strategic thinker with an optimism for constant improvement in both professional and personal life. He has deep comprehensive knowledge of banking solutions, for client contract negotiation and process innovation. Bradley has a Bachelor of Science in Business Administration and Finance from the University of Southern California. He is a board member at Amber because the Amber team is amazing and education is one of the foundations for future success.

**Jenna Pantel, Trustee**
Jenna Pantel is the Chair of the Education Committee on the Amber Board. She graduated magna cum laude from Syracuse University's S.I. Newhouse School of Public Communications and the College of Arts and Sciences. She then graduated magna cum laude with her Juris Doctorate from the University of Miami School of Law. While at the University of Miami, Jenna participated in the Center for Ethics and Public Service's Street Law program. As a Street Law fellow, she taught law and ethics to Miami Senior High School students.

Ms. Pantel is currently an associate at a New York City education law firm where she represents parents of students with disabilities. She has been interested in education, education law, and education policy since taking her first psychology of reading disabilities course at Syracuse University.

**Brian Quillin, Amber Charter School Teacher Representative**
Brian Quillin is the Teacher Representative on the Board. He joined the Amber faculty in 2013 and has worked as a Tutor, Teacher Assistant, and Teacher. He is currently the Music and English as a New Language Intervention Teacher for Amber Kingsbridge. Brian's undergraduate degree is from SUNY Fredonia, and his graduate degree in Music Education Prek-12 from Hunter College, CUNY.

## Other

SUNY Charter Schools Institute
The State University of New York

## GENERAL INSTRUCTIONS FOR COMPLETING THE STATISTICAL OVERVIEW FORM

*Applicants with currently operating public or private schools should complete this form.*

**1- General Information**

Complete the form on the following tab for all academic years in the current charter term. Be sure to include the school name at the top.

Complete a separate form for each school in the education corporation (or network) for replicated schools.

**2- Enrollment**

All students who received mandated services at some point of enrollment in the school should be included in the Students with Disabilities count even if they no longer receive services.

Any student identified as an English language learner at any point of enrollment in the school should be included in the English Language Learners count regardless of their current English language proficiency status.

**3- Retention**

All retention data should reflect students enrolled in school on previous BEDS day who remained in the school the following BEDS day.

**4- Discipline**

Distinguish the total number of suspensions (occurrences) from the total number of students that were suspended at least once (unique students).

## SCHOOL NAME: Amber Charter School East Harlem

| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|---|---|
| **Enrollment[1]** | | | | | |
| Total Enrollment | 497 | 480 | 497 | 495 | 526 |
| Number of Students with Disabilities | 80 | 87 | 84 | 89 | 91 |
| Number of English language learners | 28 | 24 | 23 | 45 | 33 |
| Number of Economically Disadvantaged Students | 417 | 415 | 429 | 421 | 429 |
| **Retention[2]** | | | | | |
| Total Number of Students **Eligible** to Return from Previous Year[3] | 434 | 434 | 434 | 437 | 441 |
| Total Number of Eligible Students Who Returned from Previous Year | 385 | 385 | 371 | 380 | 387 |
| Number of Students with Disabilities Eligible to Return from Previous Year[4] | 76 | 72 | 83 | 73 | 83 |
| Number of Students with Disabilities Who Returned from Previous Year | 58 | 67 | 61 | 62 | 73 |
| Number of English language learners Eligible to Return from Previous Year[5] | 26 | 28 | 24 | 23 | 44 |
| Number of English language learners Who Returned from Previous Year | 20 | 24 | 20 | 21 | 37 |
| Number of Economically Disadvantaged Students Eligible to Return from Previous Year | 365 | 371 | 381 | 380 | 374 |
| Number of Economically Disadvantaged Students Who Returned from Previous Year | 327 | 328 | 325 | 328 | 328 |
| Average Daily Attendance Rate | 94% | 93% | 95% | 94% | 93% |
| **Discipline** | | | | | |
| Number of In-School Suspensions (Occurrences) | 13 | 8 | 9 | 7 | 7 |
| Number of Out of School Suspensions (Occurrences) | 11 | 16 | 13 | 21 | 2 |
| Number of In-School Suspensions (unique students) | 0 | 0 | 0 | 0 | 0 |
| Number of Out of School Suspensions (unique students) | 0 | 0 | 0 | 0 | 0 |
| Number of Expulsions | 0 | 0 | 0 | 0 | 0 |

[1] All enrollment data should reflect *BEDS day information.*

[2] All retention data should reflect students enrolled in school on previous BEDS day who remained in the school the following BEDS day.

[3] An eligible student is one who has not completed the school's terminal grade, aged out of the program or been expelled.

[4] All students who received mandated services at some point of enrollment in the school should be included in this count even if no longer receiving services.

[5] Any student identified as an English language learner at any point of enrollment in the school should be included in this count regardless of current English language proficiency status.

SUNY Charter Schools Institute
The State University of New York

## GENERAL INSTRUCTIONS FOR COMPLETING THE STATISTICAL OVERVIEW FORM

*Applicants with currently operating public or private schools should complete this form.*

**1- General Information**

Complete the form on the following tab for all academic years in the current charter term. Be sure to include the school name at the top.

Complete a separate form for each school in the education corporation (or network) for replicated schools.

**2- Enrollment**

All students who received mandated services at some point of enrollment in the school should be included in the Students with Disabilities count even if they no longer receive services.

Any student identified as an English language learner at any point of enrollment in the school should be included in the English Language Learners count regardless of their current English language proficiency status.

**3- Retention**

All retention data should reflect students enrolled in school on previous BEDS day who remained in the school the following BEDS day.

**4- Discipline**

Distinguish the total number of suspensions (occurrences) from the total number of students that were suspended at least once (unique students).

## SCHOOL NAME: Amber Charter School Kingsbridge

| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|---|---|---|---|---|---|
| **Enrollment[1]** | | | | | |
| Total Enrollment | N/A | N/A | 128 | 271 | 357 |
| Number of Students with Disabilities | N/A | N/A | 9 | 40 | 35 |
| Number of English language learners | N/A | N/A | 26 | 26 | 35 |
| Number of Economically Disadvantaged Students | N/A | N/A | 87 | 215 | 272 |
| **Retention[2]** | | | | | |
| Total Number of Students **Eligible** to Return from Previous Year[3] | N/A | N/A | N/A | 117 | 254 |
| Total Number of Eligible Students Who Returned from Previous Year | N/A | N/A | N/A | 91 | 212 |
| Number of Students with Disabilities Eligible to Return from Previous Year[4] | N/A | N/A | N/A | 14 | 30 |
| Number of Students with Disabilities Who Returned from Previous Year | N/A | N/A | N/A | 11 | 26 |
| Number of English language learners Eligible to Return from Previous Year[5] | N/A | N/A | N/A | 24 | 24 |
| Number of English language learners Who Returned from Previous Year | N/A | N/A | N/A | 17 | 19 |
| Number of Economically Disadvantaged Students Eligible to Return from Previous Year | N/A | N/A | N/A | 87 | 215 |
| Number of Economically Disadvantaged Students Who Returned from Previous Year | N/A | N/A | N/A | 63 | 159 |
| Average Daily Attendance Rate | N/A | N/A | 95% | 94% | 95% |
| **Discipline** | | | | | |
| Number of In-School Suspensions (Occurrences) | N/A | N/A | 13 | 12 | 14 |
| Number of Out of School Suspensions (Occurrences) | N/A | N/A | 8 | 14 | 6 |
| Number of In-School Suspensions (unique students) | N/A | N/A | 0 | 0 | 0 |
| Number of Out of School Suspensions (unique students) | N/A | N/A | 0 | 0 | 0 |
| Number of Expulsions | N/A | N/A | 0 | 0 | 0 |

[1] All enrollment data should reflect *BEDS day information.*

[2] All retention data should reflect students enrolled in school on previous BEDS day who remained in the school the following BEDS day.

[3] An eligible student is one who has not completed the school's terminal grade, aged out of the program or been expelled.

[4] All students who received mandated services at some point of enrollment in the school should be included in this count even if no longer receiving services.

[5] Any student identified as an English language learner at any point of enrollment in the school should be included in this count regardless of current English language proficiency status.

## 1. Community Need and Proposed School Impact

### a. Community Description and Need

Provide an analysis of the community and target population for the school including:
- A description of the community from which the proposed school intends to draw students;
- Community demographics;
- A description of the specific population of students the proposed school intends to serve;
- The applicant's rationale for selecting the community;
- Performance of local schools in meeting the community's need; and,
- How the proposed school would provide a needed alternative for the community.

The board and leaders of Amber Charter Schools are pleased to submit this charter application to the SUNY Charter Schools Institute for consideration. The vision and design of Amber Charter School III demonstrates a two-fold commitment - first, to the Washington Heights/Inwood community, as we will be expanding our reach and impact into new - yet familiar - neighborhoods, where many of our stakeholders have deeply established roots, and second, to our current Amber Charter School Kingsbridge and East Harlem students and families, who have long desired and needed a high-quality choice for middle school.

#### Northern Manhattan: The Washington Heights/Inwood Community

Washington Heights/Inwood is a vibrant community at the north end of Manhattan. The neighborhood is bordered to the south by Harlem along 155th Street, Spuyten Duyvil Creek to the north, the Hudson River to the west and the Harlem River and Coogan's Bluff to the east. It is situated within the boundaries of Community District 12 and the north section of Community District 9. According to the 2015 Community Health Profile[1], the population of Washington Heights and Inwood is majority Hispanic (71%, primarily Dominican), with 17% white, 7% black, 3% Asian and 1% other. Fifty-eight percent (58%) of the population are foreign-born and 39% identified as limited English proficiency. Almost one-third of residents (30%) have not completed high school, a contributing factor to the widespread economic challenges in the area. In 2013, median household income was only $37,460 (less than the citywide average of $52,220), and one-quarter of the households had incomes below the federal poverty level (compared to the citywide rate of 18%).[2] The area is also experiencing development, which will present both new opportunities and challenges; a rezoning was approved this year for development planned along Sherman Creek in Inwood, which would stimulate an influx of about 15,000 additional residents in the near future.

#### NYC DOE Community School District 6

Washington Heights and Inwood are served by NYC DOE Community School District 6, which includes 34 schools that serve the elementary and middle grades (17 elementary, 7 K-8 and 10 middle schools - 2 of which are 6-12). Students attending these traditional district schools are more likely to be eligible for free or reduced lunch, black or Hispanic and English language learners than their peers across the city. They are comparably likely to be identified as having a disability. These demographics are presented below

[1] Community Health Profile: Manhattan Community District 12: Washington Heights and Inwood, Copyright©2015 The New York City Department of Health and Mental Hygiene

[2] An Economic Snapshot of Washington Heights and Inwood, Office of the NYS Comptroller, June 2015

**2017 NYC DOE CSD 6**
**K-12 Student Demographics[3]**

| Characteristic | CSD 6 | NYC |
|---|---|---|
| K-12 Enrollment | 22,701 | 1,135,334 |
| Eligible for Free or Reduced Lunch | 85.2% | 74% |
| English Language Learners | 27.5% | 13.5% |
| Special Education | 19.1% | 19.7% |
| Black or Hispanic | 92.2% | 65.5% |

Proficiency as measured by the NYS ELA and math assessments are at particularly low levels in this district, and there is evidence of striking disparities in terms of race, students with disabilities and English language learners. The tables below include percentages of all students who demonstrated proficiency, and subgroup performance by race, disability and English language.

**NYC DOE CSD 6 Grades 3-8**
**Performance on 2017 and 2018 NYS ELA Assessments (Percent Proficient)**

| 2017 | | Race | | | Special Education | | English Language | |
|---|---|---|---|---|---|---|---|---|
| 3-8 | All | White | Black | Hispanic | GE | SWD | Non-ELL | ELL |
| # | 9463 | 456 | 514 | 8317 | 7539 | 1924 | 6950 | 2513 |
| % | 30% | 65% | 28% | 28% | 36% | 8% | 39% | 4% |

| 2018 | | Race | | | Special Education | | English Language | |
|---|---|---|---|---|---|---|---|---|
| 3-8 | All | White | Black | Hispanic | GE | SWD | Non-ELL | ELL |
| # | 9300 | 529 | 499 | 8076 | 7344 | 1956 | 6873 | 2427 |
| % | 37% | 69% | 31% | 35% | 43% | 14% | 48% | 7% |

**NYC DOE CSD 6 Grades 3-8**
**Performance on 2017 and 2018 NYS Math Assessments (Percent Proficient)**

| 2017 | | Race | | | Special Education | | English Language | |
|---|---|---|---|---|---|---|---|---|
| 3-8 | All | White | Black | Hispanic | GE | SWD | Non-ELL | ELL |
| # | 9670 | 449 | 508 | 8527 | 7803 | 1867 | 6696 | 2974 |
| % | 26% | 62% | 18% | 24% | 30% | 10% | 35% | 7% |

| 2018 | | Race | | | Special Education | | English Language | |
|---|---|---|---|---|---|---|---|---|
| 3-8 | All | White | Black | Hispanic | GE | SWD | Non-ELL | ELL |
| # | 9332 | 508 | 489 | 8144 | 2836 | 1928 | 6582 | 2750 |
| % | 33% | 66% | 25% | 31% | 38% | 14% | 43% | 10% |

[3] NYC Demographic Snapshot

Overcrowding in this district's schools is a significant issue. In 2017, one-third (13 of 37) were considered to be over-utilized. The NYC DOE 2016-2017 space utilization report[4] noted that CSD 6 has a 90% capacity rate overall, which is the second highest of all districts in Manhattan (only surpassed by CSD 2 at 91%). The table below lists all of CSD 6 schools serving elementary and middle grades, their grade bands, 2018 NYS assessment results, and enrollment, and identifies the schools that are over-utilized (and by how much).

**NYC DOE CSD 6 Elementary, K-8 and Middle Schools**
**Enrollment, Utilization[5] and Demographics**

| Name | Grades Served | 2018 ELA | 2018 Math | 2017/2018[6] Enrollment | Over-utilization |
|---|---|---|---|---|---|
| Dos Puentes Elementary School | K-5 | 44% | 39% | 280/274 | 133% |
| PS 128 Audubon | K-5 | 28% | 32% | 622/552 | 107% |
| PS 4 Duke Ellington | K-5 | 25% | 25% | 610/586 | 120% |
| PS 48 PO Michael J Buczek | K-5 | 25% | 18% | 579/546 | 115% |
| PS 8 Luis Belliard | K-5 | 26% | 46% | 563/519 | 126% |
| Muscota New School | K-5 | 79% | 76% | 281/282 | 182% |
| Castle Bridge School | K-5 | 61% | 65% | 204 | |
| Hamilton Heights School | K-5 | 22% | 26% | 207 | |
| Professor Juan Bosch PS | K-5 | 43% | 55% | 281 | |
| PS 115 Alexander Humboldt | K-5 | 23% | 29% | 491 | |
| PS 132 Juan Pablo Duarte | K-5 | 29% | 30% | 378 | |
| PS 152 Dyckman Valley | K-5 | 28% | 30% | 542 | |
| PS 173 | K-5 | 40% | 33% | 483 | |
| PS 189 | K-5 | 43% | 31% | 842 | |
| PS 192 Jacob H Schiff | K-5 | 31% | 31% | 243 | |
| PS 28 Wright Brothers | K-5 | 30% | 37% | 662 | |
| PS 98 Shorac Kappock | K-5 | 27% | 28% | 463 | |
| Amistad Dual Language School | K-8 | 50% | 37% | 423/396 | 128% |
| Paula Hedbavny School | K-8 | 55% | 51% | 551/550 | 139% |
| PS 18 Park Terrace | K-8 | 26% | 27% | 362/362 | 109% |
| Washington Heights Academy | K-8 | 70% | 67% | 563/514 | 124% |
| PS/IS 187 Hudson Cliffs | K-8 | 63% | 54% | 807/804 | 149% |
| PS/IS 210 21st Century Academy | K-8 | 46% | 47% | 453/433 | 128% |
| Washington Heights Expeditionary Learning | K-8 | 37% | 9% | 779 | |

[4] Space Overutilization in New York City Public Schools: Report on the 2016-2017 School Year, May 9, 2018 (NYC DOE)

[5] Space Overutilization in New York City Public Schools: Report on the 2016-2017 School Year, May 9, 2018 (NYC DOE)

[6] Both 2017 (from the space over-utilization report) and 2018 enrollment for over-utilized schools is included, while only 2018 enrollment is included for the remaining schools. Although seven of thirteen schools that were considered over-utilized in 2017 appear to have decreased enrollment, they are still categorized as overcrowded.

| | | | | | |
|---|---|---|---|---|---|
| IS 528 Bea Fuller Rodgers School | 6-8 | 34% | 31% | 199/197 | 115% |
| Community Math and School Prep | 6-8 | 10% | 10% | 239 | |
| Harbor Heights | 6-8 | 7% | 20% | 149 | |
| Harold O Levy School | 6-8 | 24% | 12% | 331 | |
| JHS 143 Eleanor Roosevelt | 6-8 | 20% | 15% | 314 | |
| Middle School 322 | 6-8 | 29% | 21% | 316 | |
| MS 319 Maria Teresa | 6-8 | 31% | 30% | 468 | |
| MS 324 Patria Mirabal | 6-8 | 28% | 27% | 419 | |
| City College Academy of the Arts | 6-12 | 56% | 39% | 599 | |
| Mott Hall V School | 6-12 | 31% | 22% | 668 | |

Interestingly, the students attending five of the seven K-8 schools tend to fare better on standardized assessments than those in K-5 schools, and considerably better than those in middle schools (grades 6-8). Further, almost all of these K-8 schools (85%) were identified as overcrowded and most remained so a year later, which indicates ongoing family interest despite space strains.

### Independent/Private Schools in CSD 6

There are a number of independent/private schools located within the boundaries of CSD 6. Six are small PreK-8 Catholic/Protestant schools, which may be of interest to Amber's target population, but tuition costs are likely to be prohibitive. One school serves middle/high school aged students with significant disabilities, and three serve orthodox Jewish populations, two at the high school level. Prospective Amber Charter School III students are not likely to be interested in a school serving the Orthodox Jewish community, or require a model targeting severe special needs.

**Independent/Private Schools in CSD 6**

| School | Grades | Type | Enrollment |
|---|---|---|---|
| St. Rose of Lima | PreK-8 | Catholic | 163 |
| St. Elizabeth School | PreK-8 | Catholic | 360 |
| Incarnation School | PreK-8 | Catholic | 316 |
| Manhattan Christian Academy | PreK-8 | Protestant | 220 |
| Good Shepard School | PreK-8 | Catholic | 270 |
| Our Lady Queen of Martyrs | PreK-8 | Catholic | 280 |
| Phyllis Susser School for Exceptional Children | Ages 11-21 | Severe Special Needs[7] | N/A |
| Yeshiva Rabbi Samson Raphael Hirsch School (boys) /Beis Yaakov (girls) | PreK-12 | Orthodox Jewish | N/A |
| Marsha Stern Talmudical Academy | 9-12 boys | Orthodox Jewish | N/A |
| Yeshiva University High School for Boys | 9-12 boys | Orthodox Jewish | 300 |

[7] Autism, Speech, Language, Other Health Impairment, Traumatic Brain Injury, Intellectual, Emotional, Multiple Disabilities.

## Charter Schools in CSD 6

On the average, charter schools in CSD 6 have shown results approximately 20 percentage points higher than the district; however, that performance is skewed by KIPP and Success, where between two-thirds and almost all students demonstrated proficiency. The other four schools' performance is mixed, and more comparable to CSD 6 results. The table below includes 2018 assessment results for all charter schools that served tested students.

**CSD 6 Charter Schools**
**2018 NYS Assessments, Percent Proficient**

| School | # Students | Grades | ELA | Math |
|---|---|---|---|---|
| All CSD 6 Charter Schools | 3549 | K-12 | 49% | 53% |
| KIPP NYC Washington Heights Charter School | 908 | K-8 | 63% | 72% |
| Success Academy | 379 | K-5 (K-8) | 90% | 98% |
| The Equity Project Charter School | 597 | 5-8 (K-8) | 40% | 56% |
| School in the Square Charter School | 105 | 6-8 | 36% | 33% |
| New Heights Academy Charter School | 749 | 5-8 (5-12) | 38% | 27% |
| Inwood Academy for Leadership Charter School | 811 | 5-8 (5-12) | 39% | 35% |

In addition, WHIN Music Community Charter School launched in Washington Heights this year and is currently serving kindergarten and first grade students.

## Long-Standing Ties to Washington Heights/Inwood

It is significant that Amber Charter Schools Executive Director, Dr. Vasthi Acosta, has been committed personally and professionally to this community for decades. She has lived in the neighborhood her entire life, born and raised in CSD 6, and has been a resident of Inwood since 1983. She began her career as a bilingual teacher at PS 115 in Washington Heights. She was also a co-founder of the 21st Century Academy for Community Leadership School (P.S./ I.S. 210), drafting the initial proposal, serving as the project director and then assistant principal of this New Visions school. Her work as a teacher trainer, curriculum developer and coordinator at the Early Childhood Bilingual Multicultural Resource Center, Institute for Urban and Minority Education, at Teachers College, Columbia University also provided touchpoints to schools in CSD 6.

Soledad Hiciano, the Amber Charter Schools board chair and the Executive Director of Community Association of Progressive Dominicans (ACDP) since 2006, was also born and raised and lived most of her adult life in Washington Heights. In addition, the Amber Charter Schools board and leaders maintain a close relationship with Luis Miranda, Jr.[8], also a resident of Inwood since the '80's, who was the founding board chair of Amber Charter School in East Harlem and has served as a senior leader in a number of community-based organizations (Hispanic Federation, National Action Council for Minorities in Engineering, Community Service Society, the NYC Department of Employment, the NYC Board of Education, and Aspira of New York) and as an advisor to NYC Mayors Koch, Dinkins and Giuliani. He has consulted on a number of successful political campaigns as well.

[8] http://www.mirramgroup.com/luis-miranda-jr/

## Amber Charter Schools: A Track Record of Academic Success for ALL Students

Amber Charter School East Harlem was founded in 2000 as the first Latino-led charter school in New York State by the Community Association of Progressive Dominicans (ACDP)[9], a community-based organization located in the heart of Washington Heights. Now almost 20 years old, Amber Charter School East Harlem has provided a safe, rigorous and joyful learning educational home for hundreds of K-5 students and their families. Amber Charter School Kingsbridge was opened in 2016-17, incubating in Washington Heights in year 1 and then relocating to its permanent Bronx location in 2017.

In NYC DOE Community School District 4, where Amber Charter School East Harlem is located, only 39.7% of students demonstrated proficiency on the 2018 ELA assessments and 56.7% on the 2018 Math assessments, compared to **66%** and **64%** of Amber Charter School East Harlem students. The table below demonstrates the significant differences in percent proficient at each grade level between the school and district.

**Amber Charter School, East Harlem[10] compared to NYC DOE Community School District 4**
**2018 NYS ELA and Math Assessment Results, Percent Proficient**

| Grade | ELA | | | Math | | |
|---|---|---|---|---|---|---|
| | ACS I | CSD 4 | **Diff** | ACS 1 | CSD 4 | **Diff** |
| Grade 3 | 88.61% | 46.83% | **41.78%** | 86.08% | 44.63% | **41.45%** |
| Grade 4 | 44.93% | 39.39% | **5.54%** | 50.72% | 34.34% | **16.38%** |
| Grade 5 | 60.00% | 33.75% | **26.25%** | 49.09% | 35.98% | **13.11%** |

Beyond the high percentage of students demonstrating proficiency on the English language arts and math assessments, the school is making impressive progress in closing the achievement gaps for Black and Hispanic students, as well as those with disabilities, those who experience economic disadvantages and young English language learners.

**Amber Charter School, East Harlem[11] compared to NYC DOE Community School District 4**
**2018 NYS ELA and Math Assessment Results**
**Percent Proficient by Race, Students with Disabilities and Economic Disadvantage**

| | | Race | | | | Special Education | | | | Economically Disadvantaged | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **ACS I** | **ACS I** | | **CSD 4** | | **ACS I** | | **CSD 4** | | **ACS I** | | **CSD 4** | |
| | **All** | Black | Hisp | Black | Hisp | GE | SWD | GE | SWD | Non-ED | ED | Non-ED | ED |
| ELA | **66%** | 58% | 69% | 33% | 36% | 71% | 41% | 49.9% | 12% | 78% | 63% | 50% | 28% |
| Math | **64%** | 52% | 69% | 27% | 28% | 70% | 32% | 41 % | 11 % | 76% | 61% | 46% | 25% |

[9] The Community Association of Progressive Dominicans (ACDP) is a highly respected organization providing services to residents of Northern Manhattan and the Bronx. ACDP was founded in 1979 and incorporated in 1980 as the first non-profit to focus on the needs of New York's Dominican immigrants and the communities in which they live. ACDP has organized the community to develop high quality programs providing direct assistance to 27,000 children and families annually.

[10] Amber Charter School Kingsbridge, served K-2 in 2017-18, so will administer NYS assessments for the first time in spring 2019.

[11] Amber Charter School Kingsbridge, served K-2 in 2017-18, so will administer NYS assessments for the first time in spring 2019.

***The Development of English Language Learners***

Amber Charter Schools place a high priority on advancing the reading, writing, listening and speaking skills of the young English language learners (ELLs) it serves. Although both Amber Charter School East Harlem and Amber Charter School Kingsbridge serve a substantial number of ELLs (45 at East Harlem and 25 at Kingsbridge in 2017-18 - reflecting 9% and 11% of the populations respectively), almost all test out of this formal designation by 3rd grade. On the Spring 2018 NYSESLAT, 80% of kindergarteners and 100% of first graders performed at the expanding or commanding levels at Amber Charter School East Harlem, and 100% of both kindergarteners and first graders scored at those levels at Amber Charter School Kingsbridge. Reference the table below for further details.

**Amber Charter School Kingsbridge**

**NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2017-18)**

New York State English as a Second Language Achievement Tests (NYSESLAT) are administered in grades K through 12 to all English Language Learners (ELLs). ELLs are students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

| Grade | Not Tested | Tested | Entering | Emerging | Transitioning | Expanding | Commanding |
|---|---|---|---|---|---|---|---|
| Kindergarten | 0 | 18 | 0% | 0% | 0% | 33% | 67% |
| Grade 1 | 0 | 5 | 0% | 0% | 0% | 40% | 60% |
| Grade 2 | – | 2 | – | – | – | – | – |

**Amber Charter School East Harlem**

**NEW YORK STATE ENGLISH AS A SECOND LANGUAGE ACHIEVEMENT TEST (2017-18)**

New York State English as a Second Language Achievement Tests (NYSESLAT) are administered in grades K through 12 to all English Language Learners (ELLs). ELLs are students who, by reason of foreign birth or ancestry, speak or understand a language other than English and speak or understand little or no English, and require support to become proficient in English and are identified pursuant to Section 154.3 of Commissioner's Regulations.

| Grade | Not Tested | Tested | Entering | Emerging | Transitioning | Expanding | Commanding |
|---|---|---|---|---|---|---|---|
| Kindergarten | 0 | 26 | 0% | 0% | 19% | 42% | 38% |
| Grade 1 | 1 | 14 | 0% | 0% | 0% | 93% | 7% |
| Grade 2 | – | 4 | – | – | – | – | – |
| Grade 5 | – | 1 | – | – | – | – | – |

***Overwhelming Interest***

As a result of a strong academic program and performance of Amber Charter Schools' students, the number of families interested in enrolling their children continues to be overwhelming. Below are the application and waitlist numbers for the past two years.

| | Fall 2017 | | | Fall 2018 | | |
|---|---|---|---|---|---|---|
| **School** | Eligible Applications | Enrolled | Waitlisted | Eligible Applications | Enrolled | Waitlist |
| ACS East Harlem | 718 | 210 | 475 | 722 | 280 | 452 |
| ACS Kingsbridge | 725 | 310 | 422 | 1020 | 175 | 854 |
| **Totals** | **1443** | **520** | **897** | **1742** | **455** | **1306** |

These figures demonstrate that 62% and 75% of those who applied in 2017 and 2018 did not secure a spot at our schools, and instead ended up on our waitlists.

***A Strong Sense of Community***

As evidence of strong school culture, parents and teachers at both existing school locations rated Amber Charter School positively, as captured on the NYC DOE Quality Snapshots. An overview is presented in the table below.

**Amber Charter Schools**
**2017 NYC DOE Quality Snapshot**

| Area | Responded Positively |
|---|---|
| Rigorous Instruction | 92% |
| Collaborative Teachers | 96% |
| Supportive Environment | 93% |
| Effective School Leadership | 95% |
| Strong Family-Community Ties | 92% |
| Trust | 96% |

***Making Plans to Expand***

Seeking to broaden its impact to serve more students in new communities, Amber Charter Schools stakeholders initially engaged in a strategic planning process in 2013-14 to consider a number of potential geographic locations to replicate its successful model, including Washington Heights, Marble Hill/Kingsbridge, the Lower East Side and Queens. These were identified as high-need areas, which Amber defined as having at least 70% of its student population receiving free or reduced lunch (a key indicator of poverty), low levels of proficiency on NYS assessments (40% or higher, on average or within any subgroups, scoring in Level 1 – not meeting grade level standards), at least 70% of students identified as Black and Latino (combined), limited quality public school choice and receptivity to Amber Charter School's design and mission.

Amber Charter School Kingsbridge, which opened in 2016, incubated in a temporary space in Washington Heights in its first operational year. It then moved to its permanent location, in the Kingsbridge section of the Bronx, in 2017. During this period, the Washington Heights community enthusiastically supported our model, and many students who resided in Washington Heights remained enrolled even when we moved to the Bronx. Therefore, we are eager to permanently site our third school in the Washington Heights/Inwood area, and expect the range of local stakeholders to rally around us once again. Please refer to R-04abc, R-04d, R-04e and R-04f within this application for documentation of current community interest and support.

## The Opportunity of Amber Charter School III

As described above, Amber Charter Schools have a long track record of success serving similar populations of students and families, the majority of whom are of Hispanic descent. The East Harlem school, now open for almost 2 decades, has demonstrated strong academic performance overall, and a trend of decreasing the achievement gaps for English language learners and students with disabilities. These gaps are typical across the city, but particularly concerning in CSD 6.

Amber Charter School III will provide an alternative, rigorous and engaging academic program to Washington Heights. During the 20 years of serving the children of East Harlem, and replicating its model in the Bronx, Amber Charter Schools has not only created a program that produces strong student performance, but more broadly addresses the learning and developmental needs of the whole child through enrichment offerings and a comprehensive range of supports.

Amber Charter School III, like its predecessors, will provide a rich core academic experience, including at least 90 minutes of literacy and mathematics instruction in the elementary grades, as well as science, social studies, Spanish, the arts, physical education and technology. In grades 5-8, students will have 65 minutes of humanities and math every day, with social studies twice and science (including one extended lab period) three times each week. All students will graduate from Amber Charter School III as dual language speakers and readers, as they will receive instruction in Spanish as a second language from kindergarten through eighth grade.

Beyond the standard special education services, such as targeted learning support, counseling, speech, occupational and physical therapy, students will also benefit from designated RtI (Response to Intervention) periods, after school and summer remediation, all aimed at supporting struggling students in achieving and exceeding grade level standards. All middle school students, advanced and otherwise, will benefit from rich internship experiences and integrated STEAM learning opportunities. Enrichment will also include programming in visual arts, music, physical education and technology, and will expand to include intramural sports in the middle grades.

Foundationally, our students will experience a strong culture of respect for learning through the infusion of the "Amber Way," which teaches the following character traits:

**A**chievement
Com**M**unity
Responsi**B**ility
Hon**E**sty
**R**espect

All Amber Charter School III students will complete a community service project each year, and students in grades 5- 8 will participate in a customized advisory program to foster connectedness, promote open communication, address issues of community, monitor academic progress and support the high school articulation process.

Families in CSD 6 indicate that they appreciate their K-8 schools, as they are generally overcrowded, and although they are not performing exceptionally, they are doing better than the elementary and middle school models in the same community. Amber Charter School III will be a welcome alternative, easing the overcrowding in these schools without creating significant financial hardships that lowered enrollment rates can introduce. Because Amber Charter School III founders will not be pursuing DOE space but seeking a private facility, it will be better able to build collaborative relationships with these schools.

## b. Programmatic Impact

Describe the programmatic impact the proposed charter school would have on existing public and nonpublic schools in the same geographic area as the proposed school location. Responses should include:

• A table listing the existing educational options and grades served available to the target population including all district, charter, and private schools in the geographic area;
• Information demonstrating a thorough analysis of existing educational options for the community and target population;
• Analysis of how the proposed school's enrollment plan would impact the enrollment and programmatic viability of the public and non-public schools; and,
• Analysis of the provision of novel or different programs or instructional approaches compared to those currently in place in the targeted community.

Amber Charter School III will have a positive impact on the local community, by providing a high-quality educational option in a district that currently does not offer enough excellent schools to its children and families.

### *Programmatic Impact on CSD 6*

The grade configuration and enrollment of all public schools in CSD 6 are described above. To reiterate, the majority of the NYC DOE schools that are most similar in structure to Amber Charter School III are the eight K-8 models. Although these schools demonstrate encouraging (but not stellar) academic performance on the average, almost all are overcrowded. If local families seeking a similar K-8 design decide to enroll their children at Amber Charter School III, this would actually ease rather than strain those schools. The other 29 schools, as previously noted, are particularly poor performing, with almost half of the K-5 schools also identified as over-utilized.

In terms of the impact on charter schools in the area, two-thirds of them currently serve middle and high school students. Therefore, Amber Charter School III would be an additional choice for families that are most likely to apply to KIPP, Success Academy or WHIN Music Community Charter School. Amber Charter School have had two decades of comparable experiences balancing an atmosphere of healthy competition with effective relationship-building and collaboration in East Harlem, as the neighborhood has grown increasingly saturated with a large number of charter schools over the years. As a secular school of choice targeting disadvantaged students, Amber Charter School III is unlikely to compete with parochial and private schools, though it may attract some students whose parents would prefer a free education option and have previously been unwilling to place their children in the existing public schools. While some of the schools in the community provide one or more of Amber Charter School's key design elements, we know of no other schools in the community that offer our unique combination of a rigorous academic program, strong school culture and professional environment.

### *Impact on the Amber Charter Schools Network*

Amber Charter School East Harlem is well-established in the East Harlem community. It has a private facility, a stable staff and high demand for enrollment. Amber Charter School Kingsbridge is also permanently sited in a private facility in the Kingsbridge neighborhood of the Bronx.

Dr. Vasthi Acosta has fully transitioned from her previous role as Head of School/Principal to become the network's Executive Director. The Shared Services Team (SST) was established in 2014, prior to Amber Charter School Kingsbridge opening in 2016, and they are ready and eager to support the launch and

ongoing operations of a third school. Details about the expansion of this team are included in the **Business Plan.**

In addition, the economies of scale generated by this third replication provide a number of advantages, as all three schools will now share some of the administrative costs, instead of shouldering them on their own. Moreover, the expansion further increases opportunities for teachers and other staff to collaborate across schools and leverage professional development experiences, as it also reduces the typical isolation many teachers may feel working in a single school alone.

## c. Fiscal Impact

Complete the fiscal impact table in the budget template and include a copy of it with this response. Discuss the fiscal impact of the school on other public and non-public schools in the area including:

- Enrollment expectations;
- Per Pupil Allocation assumptions;
- Dollar amount the proposed charter school anticipates receiving from each district in per pupil funding;
- Other projected revenue the proposed charter school anticipates receiving from the district (special education, grant, etc.);
- Projected budget for the school district of location (please note the source and year for this figure); and,
- Yearly projected impact as a percentage of each sending district's budget (for districts projected to send at least 10 students).

**5-YEAR FISCAL IMPACT REPORT**

| Largest Enrollment District: NYC CHANCELLOR'S OFFICE | | | | | | | |
|---|---|---|---|---|---|---|---|
| **A** | **B** | **C** | **D** (B X C) | **E** | **F** (D + E) | **G** | **H** (F ÷ G) |
| **Operational Year** | **Enrollment (Number of Students)** | **Per Pupil Rate** | **Per Pupil Aid** | **Other District Revenue (SPED Funding, Food Service, Grants, Etc.)** | **Total Funding to Charter School from District** | *** Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District** | **Projected Impact (% of District's Total Budget)** |
| **Year 1 (2020-21)** | 400 | 15,537 | 6,214,642 | 338,371 | 6,553,013 | 25,533,673,000 | 0.026% |
| **Year 2 (2021-22)** | 610 | 15,770 | 9,619,489 | 520,651 | 10,140,140 | 27,831,703,570 | 0.036% |
| **Year 3 (2022-23)** | 802 | 16,006 | 12,836,972 | 691,863 | 13,528,835 | 30,336,556,891 | 0.045% |
| **Year 4 (2023-24)** | 902 | 16,246 | 14,654,155 | 785,684 | 15,439,839 | 33,066,847,012 | 0.047% |
| **Year 5 (2024-25)** | 923 | 16,490 | 15,220,257 | 811,868 | 16,032,125 | 36,042,863,243 | 0.044% |
| | | | | | | | |
| **DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:** | | | https://council.nyc.gov/budget/wp-content/uploads/sites/54/2018/05/040-DOE.pdf | | | | |

We assume that the charter school funding of $15,307 per pupil, with a conservative estimate of a 1.5% increase per year over the 5 years of this charter period (Column B). Column E reflects additional

income that includes IDEA, NYSTL and Title funds. We estimate that the NYCDOE budget will increase by 9% annually, conservatively based on the actual rate of increase of almost 10% per year since 2016. We use the FY 2019 operating budget as a starting point.

As a result, the fiscal impact of Amber Charter School III will be a small fraction of one percent of the district's budget each year, which will have negligible impact.

## 2. Addressing the Need

### a. Mission

Provide the mission statement for the proposed charter school.

Amber Charter Schools provide our students with an academically rigorous and well-rounded education, along with strong character development, which will enable them to prosper in their future endeavors.

### b. Key Design Elements

Provide a clear and concise overview of the proposed charter school's key design elements, i.e., those aspects of the school critical to its success. Provide an analysis of any research, evidence of effectiveness, or examples of existing programs, which support the selection of these elements. The response should include a brief discussion of how the school will determine if it is effectively executing its key design elements in a way that is aligned with its mission. The response should also address how the specific key design elements address the specific needs identified in Request 1. If the key design elements for the proposed school differ from those submitted to the Institute as part of the most recent application, or application for renewal, of an education corporation or one of its schools, please describe why any element changed.

NOTE: This response should not exceed five pages in length, and the key design elements discussed should match those included in the Transmittal and Summary Form.

During the 20 years of serving the children of East Harlem, and subsequently replicating its K-5 model in the Bronx, Amber Charter Schools has not only created a program that produces strong academic performance, but more broadly addresses the learning and developmental needs of the whole child through enrichment offerings and a comprehensive range of supports.

Therefore, many key elements of Amber Charter School East Harlem and Kingsbridge will also be foundational in this replication and expansion.

Amber Charter School III, like its predecessors, will:

1. **Ensure a rigorous and comprehensive core academic experience**
2. **Support students in multiple ways**
3. **Create an educational community that celebrates culture and fosters a love of learning**

With its expansion into the middle school grades, Amber Charter School III also intends to:

4. **Provide clear pathways to high school and college**

#### 1. Ensure a Rigorous and Comprehensive Core Academic Experience

Students will be engaged in rigorous academic experiences, value and demonstrate discipline and hard work, and be held responsible for their learning. All of our students will learn through direct skill and strategy building instruction, blended with opportunities to think critically, write creatively, make cross content connections and construct knowledge grounded in hands-on and real-world experiences. This will be evident in the authentic work they produce, their performance on formative and summative assessments, their responses to thought-provoking questions and their reflections on their own learning, orally and in writing. Learning will be challenging, exploratory, integrative and relevant.

- Students at all grades levels will receive instruction in the core subject areas:
    - At least 90 minutes a day of literacy

  - At least 65 minutes a day of mathematics
  - At least 90 minutes a week of social studies
  - At least 180 minutes a week of science in K-4, and 235 minutes in 5-8, to allow for extended lab experiences
- Non-core subject learning experiences will also be rich and engaging:
  - All students will learn Spanish as a second language. Eighth graders will graduate from Amber Charter School III as dual language speakers and readers.
  - Students will have opportunities to develop their skills, knowledge and passions within visual arts, music, physical education and technology classes.
  - Middle school students will benefit from integrated STEAM academic enrichment periods, twice each week

### 2. Support Students in a Multiple Ways

Amber Charter Schools are inclusive environments. The same commitment will be replicated and expanded upon at Amber Charter School III through its RtI framework, K-8 model, small class size and low teacher/student ratio.

Amber Charter School III will employ a Response to Intervention multi-level prevention framework to categorize, support and monitor students, based on benchmark and formative assessment results. This approach is reflective of the Amber Charter Schools' core belief that every student can achieve grade level learning standards. Teachers will modify and differentiate core instruction for the broad range of challenged to advanced students. Moderate and high intensity interventions (for students identified as at-risk or as formally requiring Special Education and English as a Second Language services) will be provided by special education, ESL and Title I teachers.

All Amber Charter School III learners will be known and holistically supported across all grade levels. Students will have nine years to develop long-term, deep relationships with peers and staff members in our K-8 setting. Classes will have no more than 25 students across all grade levels, assuring a low teacher to student ratio.

### 3. Create an educational community that celebrates culture and fosters a love of learning

Learning will be a public and pervasive pursuit. In additional to the "AMBER Way," which articulates key character traits (Achievement, comMunity, responsiBility, honEsty and Respect), students will be highly engaged in lessons, which will involve projects, investigations and explorations, and the integration of the arts. Daily learning will be interactive and collaborative, with students frequently working in pairs and teams to grapple with new concepts and skills and provide evidence of mastery.

Amber Charter School III students will work collaboratively, within and across classrooms and grade levels on impactful, meaningful community service projects.

Middle School Advisory at Amber Charter School III will foster connectedness and communication, while supporting students' social and emotional development and academic performance and persistence.

### 4. Provide Clear Pathways to High School and College

The structure of Middle School Advisory will ensure all Amber Charter School III students make successful transitions to high school.

Our students will also begin to contemplate their future aspirations, and to understand what will take to pursue higher education degrees and stimulating, impactful careers of their choice. Amber Charter School III will provide numerous opportunities for students to be exposed to and explore college and career pathways, through college visits, meeting college-aged or early career adults, partnerships with post-secondary institutions and real-world internships.

## 3. Proposal History

### a. Applicant Information

Indicate whether the applicant is a parent, teacher, administrator, and/or community resident as required by the Act, or, if a board chair, mark "Education Corp./Charter School." Provide a brief biographical description for the applicant(s) including relevant background experience and education background.

Amber Charter School III is proposed to be added to an existing Education Corporation.
The applicant is Dr. Vasthi R. Acosta, Executive Director of Amber Charter Schools.
Name of Replicating Education Corporation: Amber Charter Schools
Name of Board Chair: Soledad Hiciano

### b. Proposal History

Describe how the applicant team formed and the relationship of its members to each other. Clearly describe the process that the founding group used to develop the proposal. Discuss any assistance the founding group received from outside advisors, for example, support organizations, or consultants (even if these outside advisors are not active members of the founding group).

Seeking to broaden its impact to serve more students in new communities, Amber Charter School stakeholders initially engaged in a strategic planning process in 2013-14 to consider a number of potential geographic locations to replicate its successful model, including Washington Heights, Marble Hill/Kingsbridge, the Lower East Side and Queens. These were identified as high-need areas, which Amber leaders defined as having at least 70% of its student population receiving free or reduced lunch (a key indicator of poverty), low levels of proficiency on NYS assessments (40% or higher, on average or within any subgroups, scoring in Level 1 – not meeting grade level standards), at least 70% of students identified as Black and Latino (combined), limited quality public school choice and receptivity to Amber Charter School's design and mission.

Amber Charter School II (later renamed Amber Charter School Kingsbridge), which opened in 2016, incubated in a temporary space in Washington Heights in its first operational year. It then moved to its permanent location, in the Kingsbridge section of the Bronx, in 2017. During this period, the Washington Heights community enthusiastically supported our model, and many students who resided in Washington Heights remained enrolled even when we moved to the Bronx. Therefore, we are eager to permanently site our third school in the Washington Heights/Inwood area, and expect the range of local stakeholders to rally around us once again. Please refer to **R-04abc - Community Outreach, Support and Demand, R-04d-Evidence of Outreach, R-04e - Evidence of Community Support** and **R-04f - Evidence of Student Demand** within this application for documentation of current community interest and support.

The proposed school will be similar in many ways to Amber Charter School East Harlem and Kingsbridge, in terms of high expectations, quality of teaching and learning and community. The most significant enhancement is the addition of the middle grades to develop a comprehensive K-8 model. The board education committee has approved several critical aspects of the new middle school, including curriculum and instruction, developmentally appropriate program expansions (such as advisory and internships) and academic and social enrichment opportunities. The finance committee of the board has been involved in the development of the budget, and in particular, the enrollment plan of this school and the consolidated enrollment figures across the entire network.

To prepare for the submission of this proposal, Dr. Acosta and her leadership team conducted community outreach, explored a number of potential facility options and collaborated around decisions related to teaching and learning approaches and resources. Karen Drezner, Founder and CEO of Leveraging Leaders, and an experienced charter school leader and designer, was engaged as a consultant to support the development and writing of this application. Joey Gustafson of JM Consulting, Inc., with Michael Buerger and Judy DeLeon-Chavez of Abacus Education Partners worked with Dr Acosta to develop the business plan and craft Amber Charter Schools multi-year strategic plan.

### c. List of Founding Team Members

Provide a brief biography (approximately one paragraph including education background) for all founding team members. Founding team members include individuals who contributed to the development of the proposal and/or would play a role in the development of the proposed school. Do not include proposed board members on this list (applicants will submit board member information as part of Request 14 – Governance).

| Name | Role/Title | Areas of Expertise |
|---|---|---|
| **Dr. Vasthi Acosta** | **Executive Director** | **Dr. Acosta is the overall leader of the effort to develop this proposal. She is the ED of Amber Charter Schools, an educational corporation that currently includes two high-quality charter schools.**<br>**Dr. Acosta is a seasoned, knowledgeable and impactful educational leader. Her bio and resume are included in Response R-03f.** |
| Karen Drezner | Consultant | Ms. Drezner has been engaged as a consultant to research relevant content, provide guidance and draft responses for this application. Ms. Drezner is an experienced charter school founder and leader. She has completed over 30 initial and renewal applications for charter schools in NY and NJ and has served as both an evaluator and facilitative coach to leaders and teachers at many schools. |
| Joey Gustafson | Consultant | Ms. Gustafson has been engaged as a consultant to develop the content of the business plan and support the Executive Director with broad, multi-year strategic planning.<br>Ms. Gustafson is the CEO of JM Consulting, Inc., a firm that provides diagnostic and technical assistance support to schools, non-profit organizations and businesses. |
| Abacus Education Partners | Consultant | Partners from Abacus are contributing their expertise to the development of Amber Charter Schools EdCorp multi-year strategic plan.<br>Abacus Education Partners is a financial consulting firm. Partners Bryan Adams, Michael Buerger and Judy DeLeon-Chavez have been in the charter school industry since the early 2000s. |

### d. Withdrawn, Rejected, and Concurrent Proposals (SUNY and/or Other Authorizers)

Indicate whether this proposal was previously withdrawn from or rejected by the SUNY Trustees. If yes, provide:

- The name of the proposed charter school(s) when previously submitted;

• A detailed summary of what has changed in the proposal since its previous submission(s) and the reasons therefore.
Indicate whether the applicant and/or founding team has previously applied or is currently applying for a charter from a charter entity other than the SUNY Trustees (e.g., the Board of Regents). This includes applications to charter entities in other states. If yes, provide:
• The name of the charter entity;
• The state where the application was submitted (if not New York);
• The name(s) of the proposed school(s) and the date(s) when the application(s) were submitted;
• The status of the application(s);
• If any members of the founding group withdrew an application for a substantially similar school from consideration by a charter entity or if such an entity ever denied such an application, provide the reasons for the withdrawal or denial.
• If the application was granted, but the charter school is no longer in existence, please provide an explanation; and,
• Describe any changes made to the application following the withdrawal or denial of the application evident in this proposal.

Not applicable.

**e. Letters of Justification for Previously Denied Applications**

If a charter entity has provided any formal documentation to explain a decision to not move an application for a substantially similar school forward (resulting in an applicant withdrawal, or denial of the application), attach the document(s) as part of this Response.

Not applicable.

## f. Founding Team Resumes

Submit an updated resume for all founding team members (not including board members).

Dr. Vasthi Acosta is the Executive Director of Amber Charter Schools and the founding applicant of Amber Charter School III. This school is proposed to be added to the existing Education Corporation of Amber Charter Schools, which currently includes Amber Charter School east Harlem and Amber Charter School Kingsbridge.

Dr. Acosta was hired at Amber Charter School East Harlem in 2007 as the Director of Curriculum and Instruction. In 2008 she was appointed Head of School/Principal, a position she held until 2014, when she became Executive Director.

Dr. Acosta has worked in the NYC Department of Education as Assistant Principal, Consultant and teacher. She was a college professor at Hostos Community College in the Early Childhood Education Department, and a curriculum developer and teacher trainer at Teachers College, Columbia University. She is the founding convener of the Latino Charter Leaders Roundtable.

Dr. Acosta is a graduate of Columbia University's Teachers College where she was awarded both a Doctorate of Education and a Masters of Arts degree. She also holds a Master of Science degree from Bank Street College of Education and a Bachelor of Arts degree from Fordham University.

Dr. Acosta's resume can be found on the following pages.

**VASTHI REYES ACOSTA**

[redacted]

**EDUCATION**
Doctorate of Education, Teachers College, Columbia University
Department of Curriculum and Teaching, Specialization in Early Childhood Education, 1994

Master of Education, Teachers College, Columbia University, 1995

Master of Science, Bank Street College of Education, Bilingual Education, 1981

Bachelor of Arts, Fordham University,
Major: Education/Spanish Literature, 1977

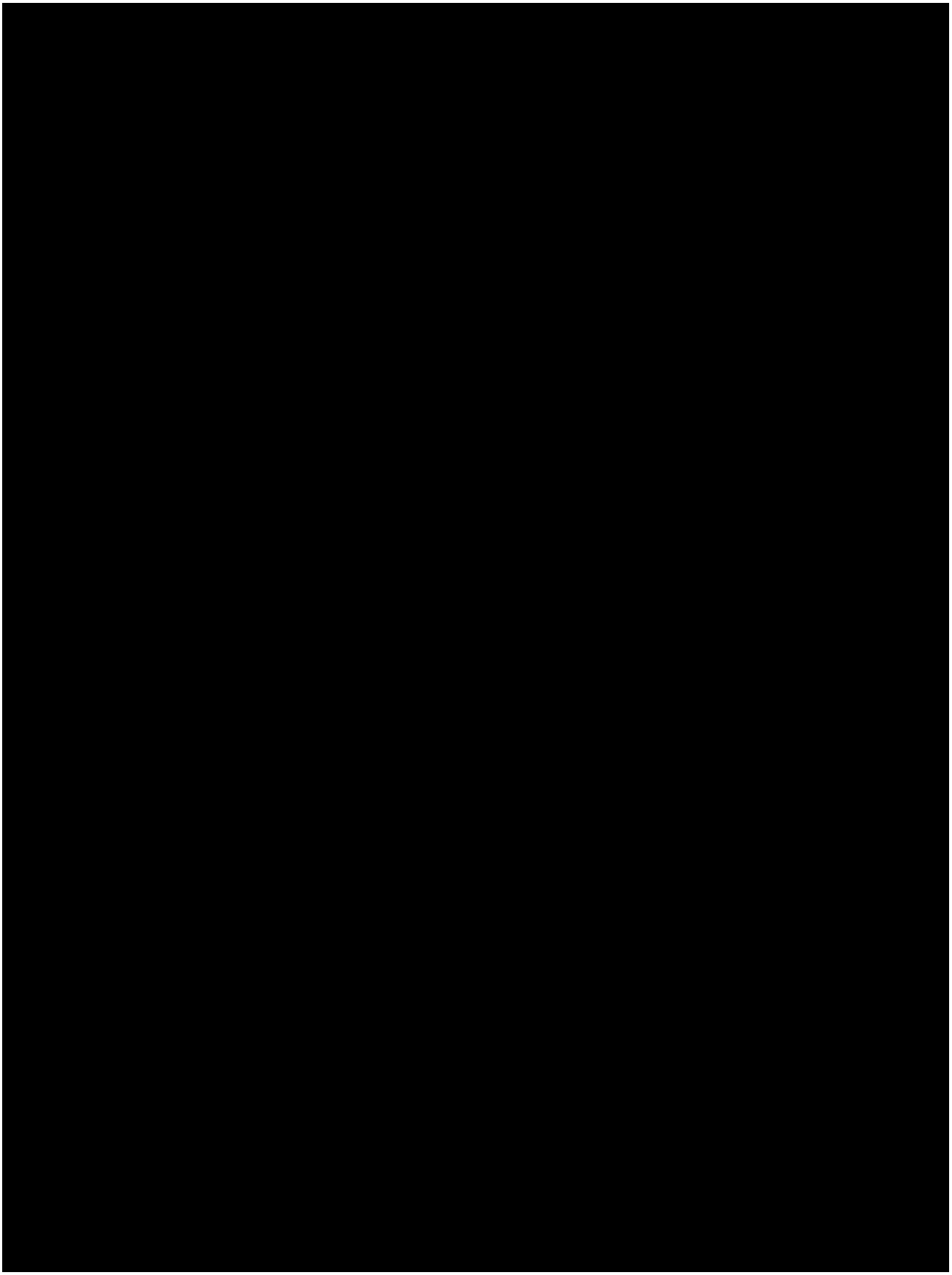
**LICENSE AND CERTIFICATION**
New York State Permanent Certification
New York City License (Bilingual Common Branches)

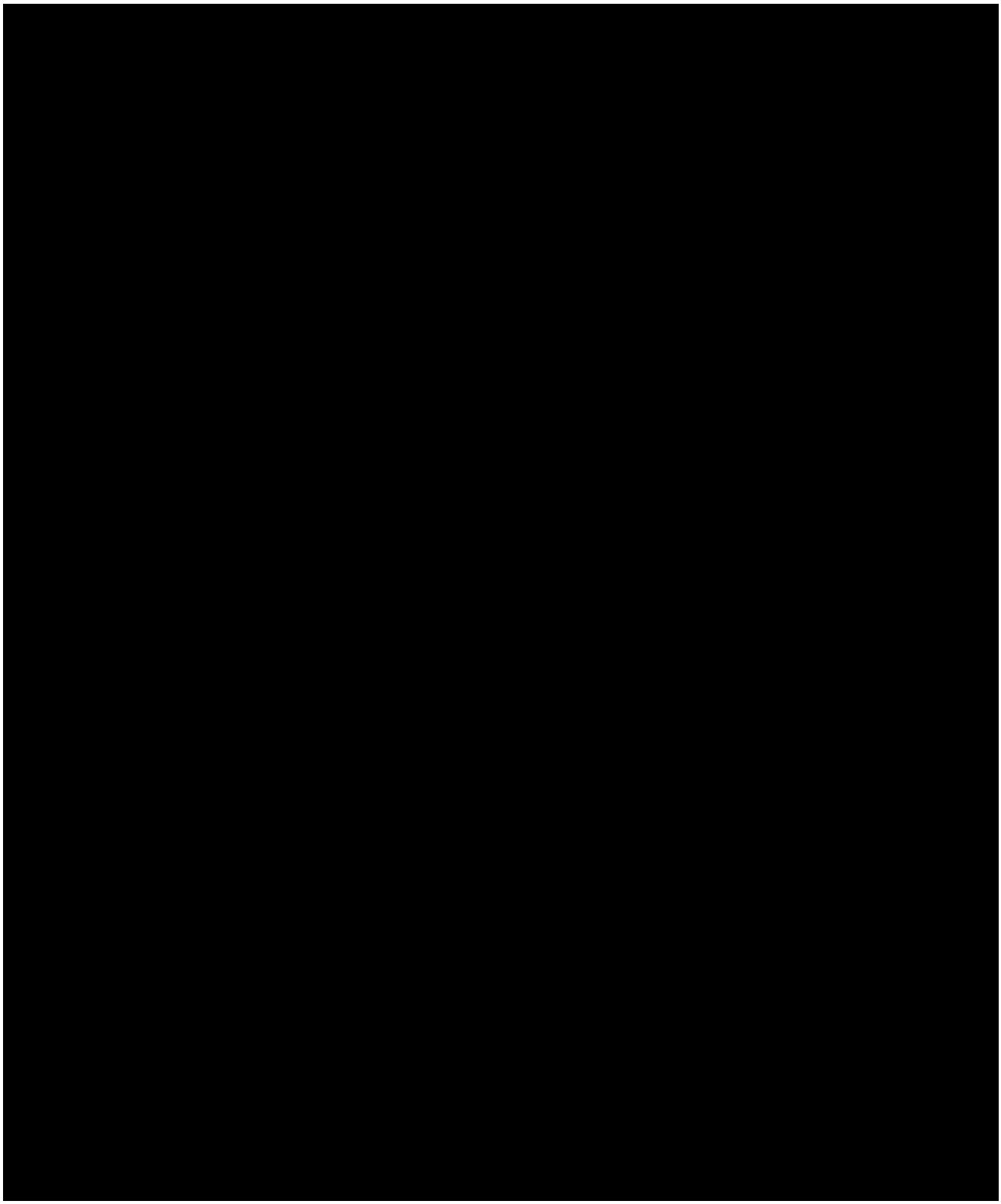
National Validator of Early Childhood Programs for the National Academy of Early Childhood Programs

Proposal Reader for the U.S. Department of Education for the Federal TRIO programs

**PROFESSIONAL EXPERIENCE**

[redacted]





**HONORS**

- Received Latino Illustrious Award 2018
- Recognized as one of the “Mujeres Destacadas” by El Diario La Prensa (2012)

- Profile in NY Times SchoolBook
- Award by P.S. 30 Teachers for outstanding assistance
- Award for outstanding contributions to
- The Twenty-first Century Academy for Community Leadership
- Teaneck Community Scholarship Award
- Teaneck Veteran's Scholarship
- Bank Street College of Education Bilingual Scholarship
- Ramon Emeterio Betances Education Award

**LANGUAGES**
English and Spanish

**PUBLICATIONS**

(2011 – present) Weekly column "La Maestra del Pueblo" in El Diario La Prensa

(2011 – 2013) Monthly column on educational topics in Manhattan Times and Bronx Free Press weekly newspapers.

(2012) Review of the book, Breaking the mold of education for culturally and linguistically diverse students. TC Record Online http://www.tcrecord.org

(2007) Gifts of the Magi, A Big Apple Christmas. New York: Barbour

(2006, Summer). Review of the book Language, Space and Power: A Critical Look at Bilingual Education. TC Record Online http://www.tcrecord.org

(May 16, 2005) Stung by Buzz Words. [Commentary] TC Record Online
http://www.tcrecord.org

(2005, Spring) Confessions of a Quarrelsome Woman. Just Between Us, 10-11, 33.
(2005, Fourth Quarter) Confessions of a Quarrelsome Woman. The Journal. 24, 4, 10-11.
(2007, June) Where Are You Going? Women's Touch Online
http://wtonline.ag.org/closerwalk/where_are_you_going.cfm

**Book Reviews on Christian Book Previews**
http://christianbookpreviews.com
(2007, August) One Little Secret, by Allison Bottke
(2007, June) These Boots Weren't Made for Walking, by Melody Carlson
(2007, June) Miss Katie's Rosewood, by Michael Phillips
(2007, April) Feather, by Susan Davis Downs
(2007, April) Reclaiming Nick, by Susan May Warren
(2007, April) Remember to Forget, by Deborah Raney
(2007, January) The Best Christian Short Stories, edited by Brett Lott
(2007, January) Apples of Gold, by Lisa Samson
(2006) Bringer of Storms, by L.B. Graham

**SELECTED PROFESSIONAL LECTURES, WORKSHOPS, AND PRESENTATIONS**
From 1980 to present

Topics covering early childhood education, supervision and administration, teacher observation and evaluation, classroom observation, bilingual and multicultural education, early childhood bilingual multicultural curricula, head start and bilingual education, culture in the early childhood classroom, language development of the young child, parental involvement, supervision and conflict resolution, stress and burnout, time management, joys and sorrows of first immigrants, infancy and childcare, seven laws of teaching, and other related topics.

For different agencies and organizations such as: TESOL Annual Convention; Teachers College; State Association of Bilingual Education Conference; Somerset College; St. Peter's College; BOCES Regional Superintendent Conference; New York University; Resource Action Project; Virgin Islands Head Start;

Puerto Rico Head Start; New England Association for the Education of Young Children Conference; National Association Of Bilingual Education Conference; Protecting Families, Protecting Children Conference; International Association of Early Childhood Educators; New Jersey Christian Education Conference; AG Spanish Eastern District Sunday School Conference; Charter School Leaders Symposium; Emerging Leadership Fellowship Workshop at NYC Center for Charter Schools.

## 4. Community Outreach, Support, and Demand

### a. Description and Analysis of Community Outreach Efforts

Provide a narrative description of the methods used to inform stakeholders in the intended community about the proposed charter school including:

- The strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs;
- The form and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted proposal; and,
- The extent to which, if at all, the proposal incorporates community input regarding the educational and programmatic needs of students.

In addition to the narrative description, this response may also include a table, bulleted list, etc. with information about outreach efforts.

NOTE: Community outreach is a minimum statutory requirement. For further information about this requirement, refer to the Guidance Handbook and to the Letter of Intent section of the RFP.

#### Community Outreach

The leaders of Amber Charter Schools have completed considerable community outreach, including informing the public of the proposed school, soliciting and considering input and feedback received from a range of stakeholders as well as seeking support for the proposed school. These efforts will be ongoing, in order to develop trusting and mutually supportive relationships with local families, communities, agencies and organizations. Our long-term goal is not only to ensure robust student enrollment and family engagement, but also to become intricately threaded into the fabric of the neighborhood.

***Website homepage:*** A pop-up window on the Amber Charter Schools website (www.ambercharter.org) has included information about the proposed Amber Charter School III, and a link to the community feedback survey, since the fall of 2018. The website will provide updated information for the proposed charter school including information on public forums about the school as well as informational meetings at such places as day care centers, Head Start programs and other organizations that serve families with children who would be eligible to attend Amber Charter School III when it is approved. The information on the website is available in both English and Spanish. Please see **R-04d 1 Evidence of Outreach** for an image of the website's home page.

***Press Release and Media Distribution List:*** Please see **R-04d 2a** for a copy of the Amber Charter School III press release and **R-04d 2b** for a list of all media outlets that received the press release.

***Public Announcements/Meetings:*** A flyer was created, in English and Spanish (**R-04d 3a**), about Amber Charter School III. This flyer has been distributed widely in Community School District 6, during street outreach, and to community organizations, public libraries and churches (see list below). The December 18th public meeting was also announced on Facebook and Twitter. Screenshots are included as **R-04d 3b**.

| Churches | Community Organizations/Public Libraries |
|---|---|
| Church of the Incarnation<br>1290 St Nicholas Ave | Community Association of Progressive<br>3940 Broadway |
| Fort Washington Collegiate Church | Washington Heights and Inwood Development Corporation |
| St Elizabeth's Church<br>268 Wadsworth Ave | 611 W 177th St |
| Christ Church Washington Heights<br>4111 Broadway | Fresh Youth Initiatives (FYI)<br>505 W 171st St |
| Holyrood Episcopal Church - Iglesia Santa Cruz<br>715 W 179th St | Washington Heights Community<br>650 W 187th St |
| Saint Rose of Lima Church<br>510 W 165th St. | Dominican Women Dev Center<br>519 W 189th St |
| Fort Washington Presbyterian Church<br>21 Wadsworth Ave | Operation Exodus Inner City<br>21 Wadsworth Ave |
| Church of Our Lady of Esperanza<br>624 W 156th St | Washington Heights CORNER Project<br>1422-1434 St Nicholas Ave |
| St. Spyridon Greek Orthodox Church<br>124 Wadsworth Ave. | Growth & Development Services<br>216 Fort Washington Ave |
| Our Saviours Atonement Lutheran<br>178 Bennett Ave | Center for Preschool and Family Learning Head Start<br>529-531 W 155th St |
| Holy Cross Armenian Apostolic Church<br>580 W 187th St | Washington Heights Business<br>1456 St Nicholas Ave # 3 |
| Sts.Church On the Hill<br>975 St Nicholas Ave | UFBCO Day Care Center<br>474 W 159th St |
| Iglesia Pentecostal De Washington Heights<br>281 Audubon Ave | Head Start<br>4467 Broadway |
| St Cabrini Shrine<br>701 Fort Washington Ave | Washington Heights Business Improvement District<br>560 W 181st St |
| Fort George Presbyterian Church<br>1525 St Nicholas Ave | Catholic Charities<br>4111 Broadway |
| Anargyroi Greek Orthodox Church<br>1547 St Nicholas Ave | YM&YWHA<br>54 Nagle Ave |
| North Presbyterian Church<br>525 W 155th St. | Inwood Community Services<br>651 Academy St |
| | New York Public Library |

| | |
|---|---|
| Uptown Community Church<br>W 185th St<br><br>Iglesia Adventista del Séptimo Día de Fort Washington<br>502 W 157th St.<br><br>Beacon Church<br>65 E Williston Ave<br><br>The Capuchin Franciscans Of Good Shepherd<br>4967 Broadway<br><br>Holy Trinity Episcopal Church<br>20 Cumming St<br><br>Mt Washington Presbyterian Church<br>84 Vermilyea Ave<br><br>Everyday Christian Church<br>4862 Broadway<br><br>St Jude's Roman Catholic Church<br>439 W 204th St<br><br>Our Lady Queen of Martyrs Church<br>91 Arden St<br><br>Church of the Good Shepherd<br>608 Isham St<br><br>Manhattan Bible Church<br>401 W 205th St<br><br>Christ Crucified Fellowship<br>433 W 204th St<br><br>Dyckman Spanish Seventh Day Adventist Church<br>111-113 Vermilyea Ave<br><br>Church of Jesus Christ of Latter-day Saints<br>1815 Riverside Dr<br><br>Iglesia Cristiana Pentecostés De New York Del Movimiento Misionero Mundial Inc.<br>529 W 207th St<br><br>La Puerta Estrecha<br>161 Sherman Ave<br><br>Catholic Guardian Society<br>107 Payson Ave | 1000 St Nicholas Ave<br><br>New York Public Library<br>4790 Broadway |

| | |
|---|---|
| Fireside Pentecostal Assembly<br>71 Thayer St | |

***Letters of Outreach and Support:*** Amber Charter Schools leaders also outreached to local politicians, church leaders, community-based organizations, colleagues at area charter schools and the Community Education Council of CSD 6. Letters of support collected are listed in **R-04b** and **R-04e** and included in ***R-04e 1-4.*** The outreach letter to CSD 6 is included as **R-04d 5.**

***Petition Signatures:*** 1060 petition signatures have been collected thus far, with almost 200 of them representing families who reside in CSD 6. Over 50 parents, along with several key staff members from Amber Charter School Kingsbridge, volunteered to canvas Washington Heights and Inwood throughout the fall and winter of 2018 to gather this considerable evidence of support. Signatures were collected at the corners of West 181st and Broadway and at 207th Street and Broadway, outside of the Incarnation and Good Shepherd Churches following Sunday morning services and at a Mary Poppins movie preview event at the United Palace Theater (Broadway and 175th Street), which over 1000 people attended in mid-December. Please see **R-04e 5** for these signatures.

***Community Feedback Survey****:* In addition to soliciting feedback through public forums and informal community outreach, Amber Charter School created a survey to solicit community input regarding the proposed Amber Charter School III. The survey is available in both English and Spanish. Please see **R-04d 4a** and **R-04d 4b**. Individuals had (and continue to have) multiple ways to complete the survey. The shared services team analyzed trends in responses and evaluated which inputs add educational or operational value to the school design and how and why they should be or should not be incorporated.

### *Completed Community Feedback Survey Findings*

As of December 25, 2018, over 300 community surveys have been received, 38 in Spanish. The responses from the first 261 completed surveys (received by 12/18) were reviewed and the findings and trends are included below. A majority of respondents reported having children between the ages of 5-9.

| Item | # Yes/Agree | % Yes/Agree |
|---|---|---|
| Need for Amber Charter School in neighborhood? | 246 | 95% |
| I am a supporter of charter schools and believe the parents should have viable education options. | 234 | 90% |
| I would be willing to enter my child into the Amber Charter School lottery for admittance into Kindergarten or 1st grade, fifth or sixth grades (Charter schools are public schools and tuition-free). | 251 | 96% |
| Rigorous curriculum steep in the Common Core Standards | 187 | 72% |
| Curriculum in the core subjects that is challenging, exploratory, integrative and relevant | 200 | 77% |
| Amber provides character development for their students through the AMBER way. We believe that all people should experience and embody the following: Achievement, Community, Responsibility, Honesty, and Respect. Are these character traits important for children in your community? | 253 | 97% |
| Teacher assistants for grades K-2 | 195 | 75% |
| Tutors for grades 3-5 | 214 | 83% |
| Low student to teacher ratio. | 206 | 80% |
| Intervention programs | 171 | 66% |

| | | |
|---|---|---|
| Advisory periods throughout 6-8 grades | 180 | 70% |
| Visual arts, music, physical education and technology | 232 | 90% |
| Opportunity to graduate with 2 Regents exams completed (Spanish, Algebra, Earth Science) | 196 | 76% |
| Enrichment in the arts, music, technology and physical education | 217 | 84% |
| Intramural sports (track, volleyball, softball, baseball, basketball, soccer) | 211 | 81% |
| Spanish as a foreign language | 210 | 81% |
| Opportunities to serve the local community | 180 | 70% |

### *Survey Responses: Analysis*

The majority of respondents were aligned to the mission and key elements and Amber Charter School III. In terms of intervention programs and advisory, we intend to dig a little deeper with families about these items, as the lower than expected level of agreement may represent some misunderstandings or need for more information. For example, the word 'Intervention' may have a negative connotation for some families, rather than clearly represent our comprehensive strategies to support the learning needs of all students. Similarly, 'advisory' may be an unfamiliar or ambiguous term, so describing the design in more detail could help more families get behind this aspect of our middle school.

| **Open-Ended Response: Is there anything else you'd like to see?** | |
|---|---|
| Extracurricular opportunities:<br>● Reading/book clubs, clubs, sports, trips, arts, dance, drama, music<br>● Summer camp, holiday participation, weekends<br>● More real life, hands on learning (home economics, healthy eating, young adult issues) | 25 |
| Middle school and high school<br>● In District 6, Washington Heights, in Kingsbridge/South Bronx, in East Harlem | 17 |
| After school programming<br>● Free or cheaper, better/more organized, also for middle school | 16 |
| More support for students with special needs and who do not do well<br>● SETSS in the classroom, counseling, tutoring | 8 |
| Staffing<br>● High retention, low turnover<br>● Additional aides, TAs, mentors | 7 |
| Separate gym, auditorium, cafeteria and outdoor play space | 6 |
| Foreign language<br>● Spanish, other than Spanish, French | 6 |
| Communication with parents/parent involvement | 9 |
| Accelerated programming<br>● Challenging students equivalent or comparable to the Districts Gifted and Talented Program, honor society, classes for advanced, overachievers | 3 |
| Safe/disciplined environment | 4 |
| Busing | 4 |
| High school | 3 |
| College prep | 3 |
| Success to secure placement beyond K-8, HS admission support | 2 |

### ***Consideration of Community Feedback***

Amber Charter School leaders are encouraged by the positive feedback and support we have received thus far in support of our mission and key elements. In terms of suggestions, many of them are related

to aspects we also embrace and have integrated into the school's design, but did not describe in detail on the survey, including enrichment and accelerated programming, open communication with families, staff retention, and supporting the needs of all students.

Middle School
The great interest in middle school confirms what we have heard informally from our current families. We also intend to share more about our advisory model, as it involves the high school articulation process and opportunities to gain exposure to college, including the pathways to get there.

Pathway to Middle School for Current Amber Charter School East Harlem and Kingsbridge Students
All along, the dual intent of the board and leaders of Amber Charter Schools has been to create a high-quality option for the children residing in Washington Heights/Inwood and a continued pathway for current Amber Charter School students for middle school. Of the survey responses we received from our current families, the interest in our middle school was even more overwhelming than expected - 96% indicated they would want to enroll their children in Amber Charter School III for middle school. This motivated us to revisit and revise the enrollment plan to ensure adequate seats would be available for both groups of students - those rising 5th and 6th graders from our current schools, and the elementary students we will enroll at Amber Charter School III from CSD 6, who will continue with us in the middle grades. Please see **R-05ac** for our enrollment plan and rationale.

Afterschool Programming
A significant number of parents expressed interest in an afterschool program. We will identify low-cost, high-quality afterschool options in close proximity to the Amber Charter School III site, and also explore developing an on-site program for our families.

Second Language Learning
A few parents indicated an interest in foreign language instruction. As described in **R-06af – Curriculum and Instruction**, Amber Charter School III intends to offer Spanish instruction throughout the middle grades, aiming to produced dual language speakers, readers and writers. French instruction may be explored as an enrichment option in the future.

### b. Description and Analysis of Community Support

Provide a narrative description of support for the proposal from community stakeholders or others including an analysis of both the depth of support and opposition to the school.

As Amber Charter Schools did in 2013-14 when we incubated Amber Charter School Kingsbridge in Washington Heights, we continue to benefit from broad and deep support from stakeholders in this community. Please find the following letters included as attachments.

*Community Letters of Support:*

- R-04e 1a: Adriano Espaillat, U.S. House of Representatives, New York's 13th Congressional District
- R-04e 1b: Carmen De La Rosa, Assemblywoman, State of New York, 72nd District
- R-04e 1c: Ydanis Rodriguez, NYC Council Member, 10th Council District
- R-04e 1d: Asociacion Communal de Dominicanos Progresistas/Community Association of Progressive Dominicans (ACDP)
- R-04e 1e: Kingsbridge Heights Community Center
- R-04e 1f: Silver Spoons Daycare
- R-04e 1g: Riverdale YM-YWHA

*NYC Charter School Community Letters of Support:*
- R-04e 2a: NYC Charter Schools ELL Consortium
- R-04e 2b: Empire Charter Consultants
- R-04e 2c: Charter School Business Management (CSBM)
- R-04e 2d: American Dream Charter School
- R-04e 2e: Charter School of Educational Excellence
- R-04e 2f: Heketi Community Charter School
- R-04e 2g: International Leadership Charter High School
- R-04e 2h: NYC Autism Charter School

*Greater NYC Letters of Support:*
- R-04e 3a: Hispanic Federation
- R-04e 3b: Montefiore
- R-04e 3c: Museum of the City of New York
- R-04e 3d: Manhattan College
- R-04e 3e: Partnership with Children
- R-04e 3f: Zone 126
- R-04e 3g: School Professionals
- R-04e 3h: Faircom

*National Organizations Letters of Support:*
- R-04e 4a: Raza Development Fund Inc.
- R-04e 4b: UNIDOS
- R-04e 4c: Teachley
- R-04e 4d: Evolve (Dr. Kristin Moody)
- R-04e 4e: National Training Network
- R-04e 4f: Trinet

**c. Description and Analysis of Student Demand**

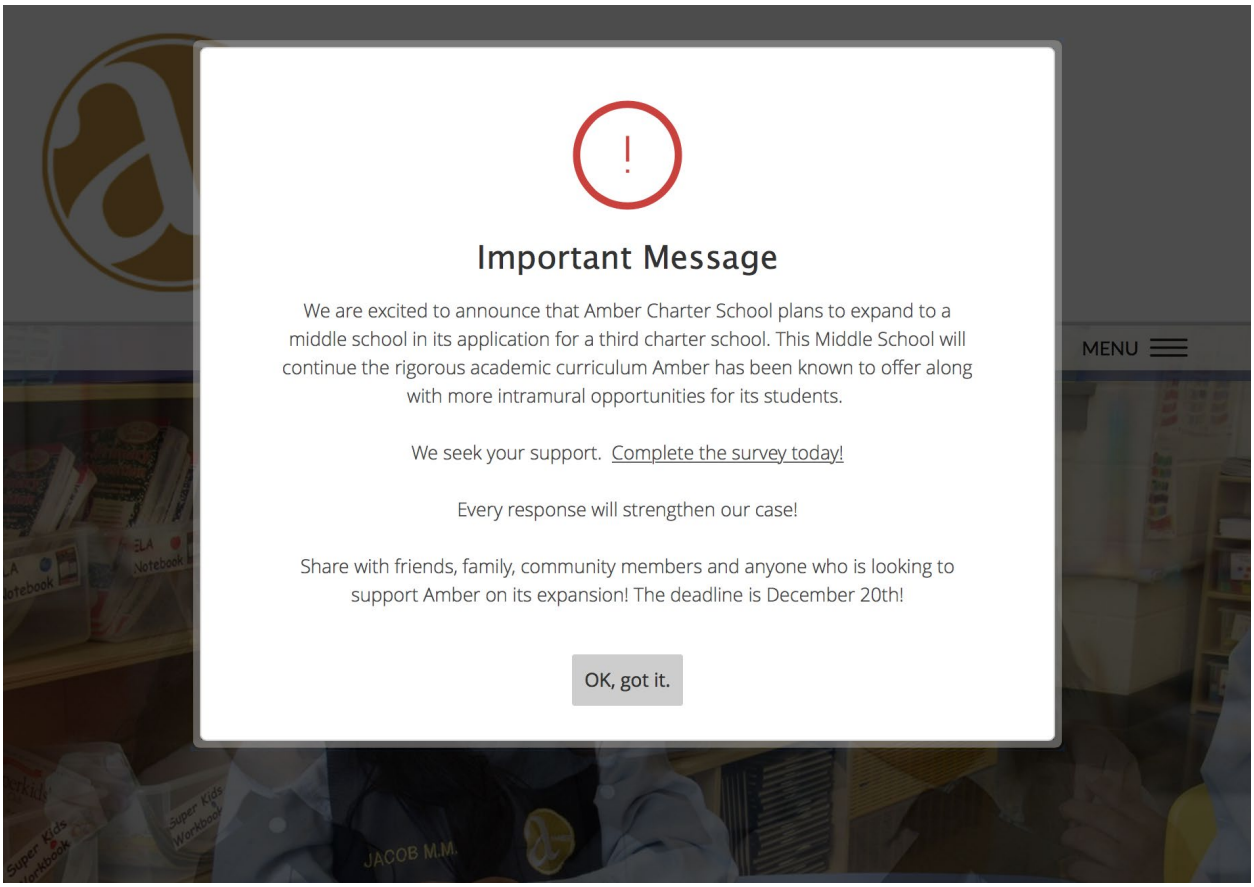
Provide a narrative description of student demand including an analysis of evidence indicating that families with age-appropriate students would consider enrolling them in the school. Explain how this evidence supports the school's ability to meet its proposed enrollment. If using existing waitlists as evidence of demand, provide an estimate based on experience of how many waitlist entries it takes to fill a seat.

In **R-01ac – Community Description and Proposed School Impact**, we describe both the overwhelming interest in the existing Amber Charter Schools, as evidenced by the significant numbers of applications and long waitlists for available seats. Student demand is also demonstrated in the overutilization of traditional public schools in CSD 6, particularly the K-8 models.

Further, as noted above, 96% of survey respondents expressed that they would apply for seats at Amber Charter School III and we have, thus far, collected 1060 petition signatures (**R-04e 5**).

SUNY CSI Application for Amber Charter School III
R-04d 1 - Evidence of Outreach

Amber Charter Schools website home screen pop-up message:



*Contact* Dr. Vasthi Acosta, Executive Director
*Organization* Amber Charter School
*Phone* [redacted]
*Website* www.ambercharter.org

FOR IMMEDIATE RELEASE
December 13, 2018

# HIGH QUALITY CHARTER SCHOOL IN EAST HARLEM AND KINGSBRIDGE IS PLANNING GROWTH AND REPLICATION

New York, NY, December 13, 2018– Amber Charter School Board of Trustees voted on December 12, 2018 to replicate and expand their academic model. They will apply for an additional charter from SUNY Charter Schools Institute in this recent application phase. The new charter school will expand Amber's key design elements to the 6-8 grades:

| **Key design elements for the Lower School** | **Key design elements for the Middle School** |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The school will open with kindergarten, first, fifth and sixth grades then grow in subsequent years to Kindergarten to eighth grade. "When visionaries like, Luis Miranda and the Community Association of Progressive Dominicans, forged to start a charter school there were very few intrepid enough to do so. Eighteen years later, Amber is two strong, vibrant schools that prepare children to succeed. Now we are ready to expand our model to Middle School and continue to help children learn, serve and shine," said Dr. Vasthi Acosta, Executive Director.

Amber Charter School was founded in 2000 as the first Latino-led charter school in New York State by the Community Association of Progressive Dominicans, a community-based organization. The schools are in East Harlem and Kingsbridge serving over 750 students in grades K to 5. Amber's mission is to provide students an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their future endeavors.

# # #

If you would like more information about this topic, please contact Dr. Vasthi Acosta, Executive Director at [redacted].

# ESCUELA CHÁRTER DE ALTA CALIDAD EN EAST HARLEM Y KINGSBRIDGE ESTA PLANEANDO CRECIMIENTO Y REPLICACIÓN

Nueva York, NY, 13 de Diciembre 2018– La Junta Directiva de la escuela Amber Charter votó el 12 de Diciembre de 2018 para replicar y expandir a su modelo académico. Esperan solicitar para un Charter adicional de SUNY Charter Schools Institute en esta recién fase de solicitud. En la nueva escuela chárter se replicarán los elementos claves de diseño de la escuela Amber Charter.

| **Elementos clave de diseño para la Escuela Primaria** | **Elementos clave de diseño para la Escuela Intermedia** |
|---|---|
| Español como Lengua extranjera | Ofrezca un currículo en las materias básicas que sea desafiante, exploratorio, integrador y relevante. |
| 90 minutos de instrucción de alfabetización al día | Ofrecer enriquecimiento en las artes, música, tecnología y educación física. |
| 90 minutos de instrucción de matemáticas al día | Mantener una baja proporción de alumnos por maestro |
| 90 minutos de instrucción de ciencia a la semana | Proporcionar períodos de asesoramiento a lo largo de 6-8 grados |
| 90 minutos de instrucción de estudios sociales a la semana | Español como Lengua extranjera |
| Instrucción de enriquecimiento en cualquiera / todos de los siguientes : arte , música , educación física y tecnología | Ofrezca la oportunidad de graduarse con dos exámenes Regents completados. [Español; Álgebra; Ciencia de la Tierra] |
| | Ofrecer deportes intramuros [por ej. pista; voleibol; sofbol; béisbol; baloncesto; fútbol] |

La escuela abrirá con kindergarten, primero, quinto y sexto grado y luego crecerá en años subsiguientes para Kinder a octavo grado. “Cuando a los visionarios como, Luis Miranda y la Asociación Comnal de Dominicanos Progresistas, comenzaron una escuela autónoma, hubo muy pocos intrépidos para hacerlo. Dieciocho años después, Amber es dos escuelas fuertes y vibrantes que preparan a los niños a triunfar. Ahora estamos listos para expandir nuestro modelo a la Escuela Secundaria y continuar ayudando a los niños a aprender, servir y brillar ", dijo la Dra. Vasthi Acosta, Directora Ejecutiva.

La escuela Amber Charter abrió en el año 2000 como la primera escuela charter dirigida por latinos en el estado de Nueva York por la Asociación Comunal de Dominicanos Progresistas, una organización comunitaria. La escuela está situada en El Barrio y Kingsbridge en el Bronx y sirve a más de 750 estudiantes en los grados Kinder a 5. La misión de Amber es proporcionar a los estudiantes una educación académicamente riguroso y bien redondeado, junto con un fuerte desarrollo personal, que les permita prosperar en todos sus esfuerzos futuros.

# # #

Si desea más información sobre este tema, por favor comuníquese con la Dra. Vasthi Acosta, Directora Ejecutiva de Amber Charter School en [redacted].

*Contact* Dr. Vasthi Acosta, Executive Director
*Organization* Amber Charter School
*Phone* [redacted]
*Email* [redacted]
*Website* www.ambercharter.org

FOR IMMEDIATE RELEASE
December 13, 2018

# AMBER CHARTER SCHOOL COMMUNITY MEETING

December 13, 2019 - Amber Charter School is holding a Community Meeting to receive feedback on their proposal for the replication and expansion of Amber Charter School in CSD 6. The public is invited to come to the open meeting on **Tuesday, December 18 2018 at 5:00 pm in Amber Charter School's multipurpose room at 3120 Corlear Avenue, Bronx, NY 10463.**

The public can also provide feedback regarding their application for replication and survey found at this link: https://www.surveymonkey.com/r/ambermiddleschool

The new charter school will replicate Amber's key design elements:

| **Key design elements for the Lower School** | **Key design elements for the Middle School** |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The school will open with kindergarten and expand to middle school then grow in subsequent years to eight grade. "When visionaries like, Luis Miranda and the Community Association of Progressive Dominicans, forged to start a charter school there were very few intrepid enough to do so. Eighteen years later, Amber is two strong, vibrant schools that prepare children to succeed. Now we are ready to share to expand our model to Middle School and continue to help children learn, serve and shine," said Dr. Vasthi Acosta, Executive Director.

Amber Charter School was founded in 2000 as the first Latino-led charter school in New York State by the Association of Progressive Dominicans, a community based organization. The schools are located in East Harlem and Kingsbridge serving over 750 students in grades K to 5. Amber's mission is to provide students an academically rigorous and well- rounded education, along with strong character development, that will enable them to prosper in all future educational endeavors.

# # #

# AMBER CHARTER SCHOOL REUNION PÚBLICA

13 de diciembre 2018 - La escuela Amber Charter está celebrando una reunión pública para recibir comentarios sobre su oferta para la réplica y expandir de la escuela Amber Charter en distrito 6. Se invita al público que venga a la reunión abierta **el martes 18 de Diciember a las 5:00 P.M. en la sala de multiuso de la escuela Corlear, Bronx, NY 10463.**

El público puede también comentar con respecto a su replicación y expansión en una página electrónica: https://www.surveymonkey.com/r/ambermiddleschool

La nueva escuela autónoma replicará los elementos de diseño clave de Amber:

| **Elementos clave de diseño para la Escuela Primaria** | **Elementos clave de diseño para la Escuela Intermedia** |
|---|---|
| Español como Lengua extranjera | Ofrezca un currículo en las materias básicas que sea desafiante, exploratorio, integrador y relevante. |
| 90 minutos de instrucción de alfabetización al día | Ofrecer enriquecimiento en las artes, música, tecnología y educación física. |
| 90 minutos de instrucción de matemáticas al día | Mantener una baja proporción de alumnos por maestro |
| 90 minutos de instrucción de ciencia a la semana | Proporcionar períodos de asesoramiento a lo largo de 6-8 grados |
| 90 minutos de instrucción de estudios sociales a la semana | Español como Lengua extranjera |
| Instrucción de enriquecimiento en cualquiera / todos de los siguientes : arte , música , educación física y tecnología | Ofrezca la oportunidad de graduarse con dos exámenes Regents completados. [Español; Álgebra; Ciencia de la Tierra] |

La escuela Amber Charter abrió en el año 2000 como la primera escuela carta dirigida por latinos en el estado de Nueva York por la Asociación Comunal de Dominicanos Progresistas, una organización comunitaria. La escuela está situada en El Barrio y Kingsbridge en el Bronx y sirve a más de 750 estudiantes en los grados Kinder a 5. La misión de Amber es proporcionar a los estudiantes una educación académicamente riguroso y bien redondeado, junto con un fuerte desarrollo personal, que les permita prosperar en todos los esfuerzos educativos futuros.

La Amber Charter School fue fundada en 2000 como la primera escuela charter liderada por latinos en el estado de Nueva York por la Asociación de Dominicanos Progresistas, una organización basada en la comunidad. Las escuelas están ubicadas en East Harlem y Kingsbridge y atienden a más de 750 estudiantes en los grados K a 5. La misión de Amber es proporcionar a los estudiantes una educación académicamente riguroso y bien redondeado, junto con un fuerte desarrollo personal, que les permita prosperar en todos los esfuerzos educativos futuros.

###

Si desea más información sobre este tema, por favor comuníquese con la Dra. Vasthi Acosta, Directora Ejecutiva de Amber Charter School en [redacted]

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
[redacted]
www.ambercharter.org

# PUBLIC MEETING

## Information and feedbackmeeting on Amber Charter School's planto open middle school in CSD 6

## Tuesday, December 18th @ 5:00 pm

## Amber Kingsbridge

## multi- purpose room

## 3120 Corlear Ave, Bronx, NY 10463

## Come and Share

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
[redacted]
www.ambercharter.org

# REUNION PUBLICA

## Reunión de información y comentario sobre los planes de Amber para abrir una escuela secundaria en Distrito 6

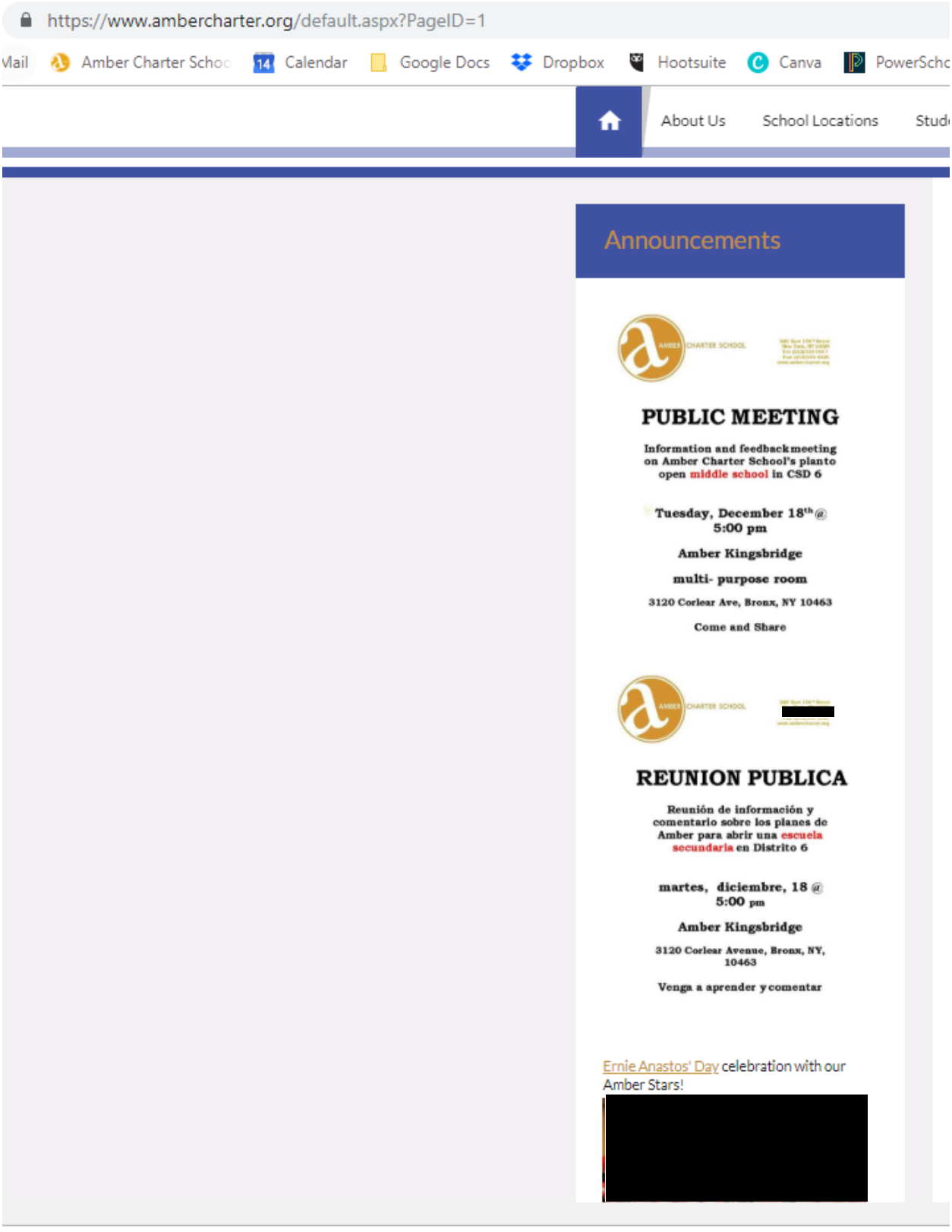
## martes, diciembre, 18 @ 5:00 pm

## Amber Kingsbridge

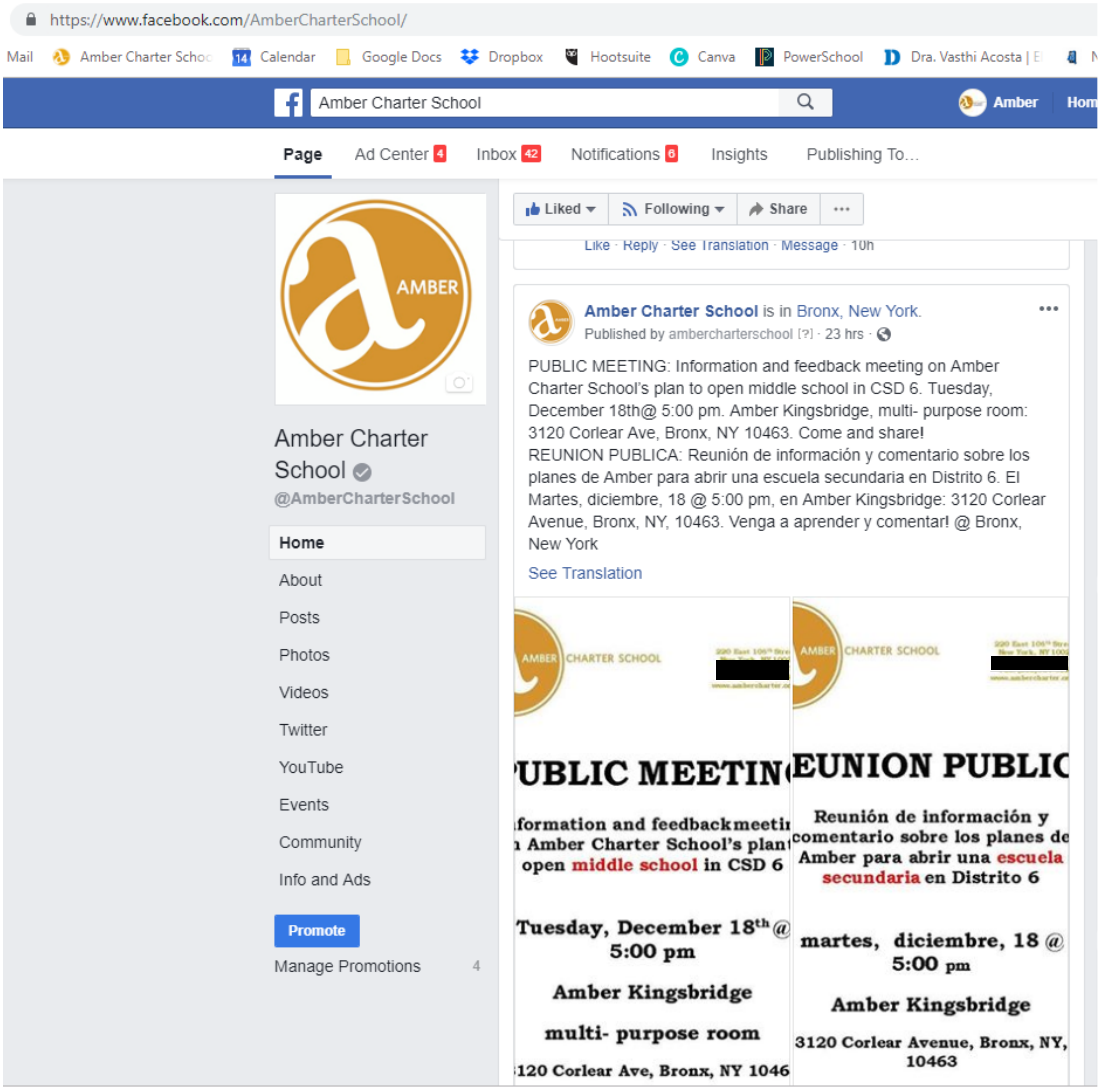
## 3120 Corlear Avenue, Bronx, NY, 10463

## Venga a aprender y comentar

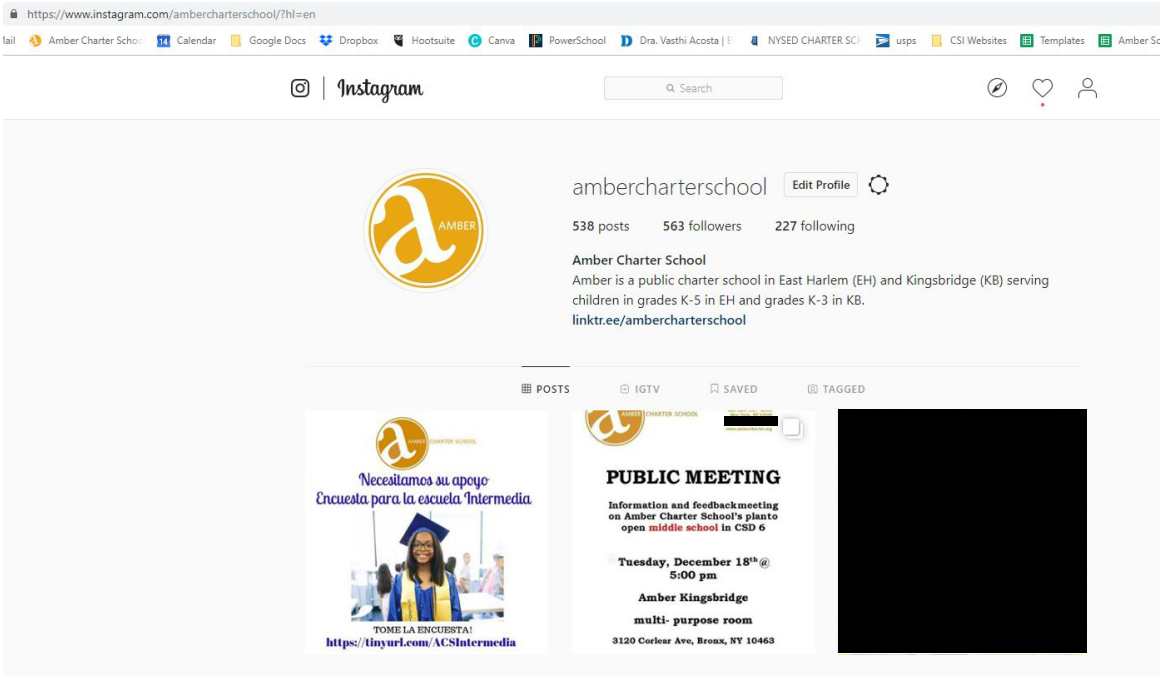
# Public Meeting Notice published on Website homepage



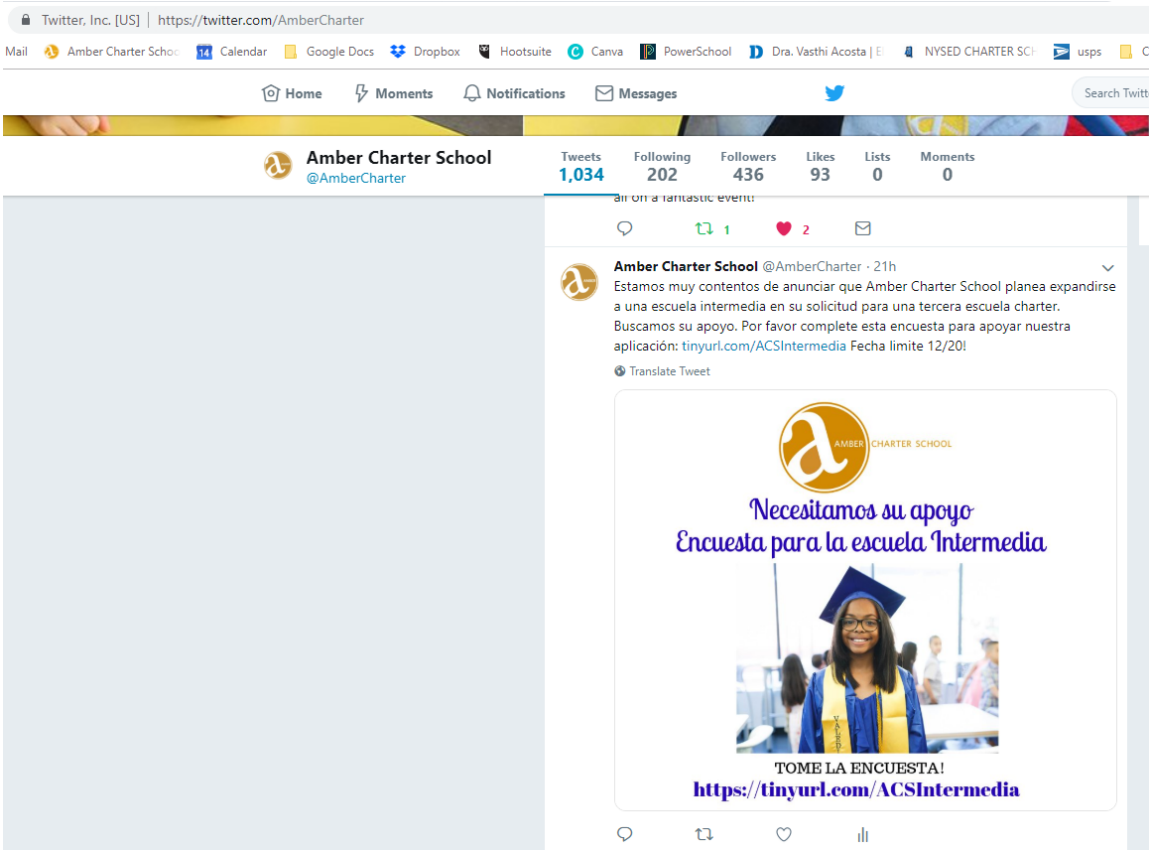
# Public Meeting Notice published on Facebook



# Public Meeting Notice published on Instagram




# Public Meeting Notice published on Twitter



# Amber Charter School Replication Feedback Form

**In this survey, we are interested in gathering community feedback regarding the replication and expansion of Amber Charter School.**

**Amber is a classic example of what "charter schools" were thought to look like when originally envisioned in the early 1990's. With 18 years of experience and two schools, Amber East Harlem and Amber Kingsbridge, it is uniquely positioned to expand to middle school.**

1. In what ZIP code is your home/business located? (enter 5-digit ZIP code; for example, 10034 or 10463)

2. How many children, by age, currently live in your household?

- [ ] Less than 1 year old
- [ ] 1 year old
- [ ] 2 year old
- [ ] 3 year old
- [ ] 4 year old
- [ ] 5 year old
- [ ] 6 year old
- [ ] 7 year old
- [ ] 8 year old
- [ ] 9 year old
- [ ] 10 year old
- [ ] 11 year old
- [ ] 12 year old
- [ ] 13 year old
- [ ] 14 year old
- [ ] 15 year old
- [ ] 16 year old
- [ ] 17 year old
- [ ] 18 year old
- [ ] None

3. Do you or someone you know reside in Washington Heights (School District 6)?

- ( ) Yes
- ( ) No

4. Amber intends to serve all children in grades K-8 including those that are at-risk, underserved, have Individualized Education Plans (IEP) and English Language Learners. Do you think there is a need for a program such as this in your neighborhood?

- ◯ Yes
- ◯ No

Other (please specify)

5. Are you aware of how the children in your district performed on the 2017 NYS English Language Arts and Mathematics exams?

- ◯ Yes
- ◯ No

6. How do you currently feel about Charter schools?

- ◯ I am indifferent.
- ◯ I am a supporter of charter schools and believe the parents should have viable education options.
- ◯ I am a supporter of charter schools but I do not like them located in community district schools.
- ◯ I am not a supporter of charter schools.
- ◯ I am not sure what a charter school is.
- ◯ Other (please specify)

7. I would be willing to enter my child into the Amber Charter School lottery for admittance into Kindergarten or 1st grade, fifth or sixth grades (Charter schools are public schools and tuition-free).

- ◯ Yes
- ◯ No

8. Check all that you want for your child. Amber's academic plan includes:

- ☐ Rigorous curriculum steep in the Common Core Standards.
- ☐ Visual Arts, Music (Piano, Recorders, Choir, Performances at Carnegie Hall), Physical Education, and Technology.
- ☐ Tutors for grades 3-5.
- ☐ Intervention Programs.
- ☐ Teacher assistants Grades K-2.
- ☐ Opportunities to serve the local community.
- ☐ Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant.
- ☐ Offer enrichment in the arts, music, technology, and physical education.
- ☐ Maintain a low student to teacher ratio.
- ☐ Provide Advisory periods throughout 6-8 grades.
- ☐ Offer Spanish as a foreign language.
- ☐ Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science].
- ☐ Offer intramural sports [track; volleyball; softball; baseball; basketball; soccer].

9. Is there anything else that you would like to see?

10. Amber provides character development for their students through the AMBER way. We believe that all people should experience and embody the following:

Achievement
Community
Responsibility
Honesty
Respect

Are these character traits important for children in your community?

- ◯ Definitely.
- ◯ Sometimes.
- ◯ Not at all.
- ◯ Other (please specify)

11. Are you interested in partnering with Amber Charter School in your community? If so, please provide your e-mail address?

12. Do you believe more quality middle schools are needed in your neighborhood?

- ◯ Yes.
- ◯ No.

13. If you have any further questions regarding Amber Charter School, please visit our website at www.ambercharter.org or leave your questions below.

14. Please tell us how you heard about this survey.

- ◯ Newspaper
- ◯ Pastor
- ◯ Word of mouth
- ◯ Teacher
- ◯ Community Member
- ◯ Administrator
- ◯ Neighbor
- ◯ E-mail
- ◯ Snail Mail
- ◯ Other (please specify)

# Formulario de comentarios sobre la réplica de Amber

**En esta encuesta, estamos interesados en recopilar comentarios de la comunidad con respecto a la replicación y expansión de Amber Charter School.**

**Amber es un ejemplo clásico de lo que es una escuela charter formada por la comunidad para la comunidad. Con 18 años de experiencia y dos escuelas, Amber East Harlem y Amber Kingsbridge, esta en una posición única para expandirse a la escuela intermedia.**

1. ¿En qué código postal se encuentra su casa / negocio? (ingrese el código postal de 5 dígitos; por ejemplo, 10034 o 10463)

2. ¿Cuántos niños, por edad, viven actualmente en su hogar?

- [ ] Menos de 1 año
- [ ] 1 año
- [ ] 2 años
- [ ] 3 años
- [ ] 4 años
- [ ] 5 años
- [ ] 6 años
- [ ] 7 años
- [ ] 8 años
- [ ] 9 años
- [ ] 10 años
- [ ] 11 años
- [ ] 12 años
- [ ] 13 años
- [ ] 14 años
- [ ] 15 años
- [ ] 16 años
- [ ] 17 años
- [ ] 18 años
- [ ] Ninguno

3. ¿Usted o alguien que usted conoce reside en Washington Heights (Distrito Escolar 6)?

- ◯ Si
- ◯ No

4. Amber tiene la intención de atender a todos los niños en los grados K-8, incluidos aquellos que están en riesgo, que no cuentan con un buen servicio, tienen Planes de educación individualizados (IEP) y Estudiantes del idioma inglés. ¿Crees que es necesario un programa como este en tu vecindario?

- ◯ Si
- ◯ No

Other (please specify)

5. ¿Conoce cómo se desempeñaron los niños de su distrito en los exámenes de artes del lenguaje en inglés y matemáticas de NYS 2017?

- ◯ Si
- ◯ No

6. ¿Cómo te sientes actualmente acerca de las escuelas charter?

- ◯ Soy indiferente.
- ◯ Soy partidario de las escuelas autónomas y creo que los padres deberían tener opciones de educación viables.
- ◯ Soy partidario de las escuelas autónomas, pero no me gustan que estén ubicadas en escuelas de distrito de la comunidad.
- ◯ No soy partidario de las escuelas charter.
- ◯ No estoy seguro de qué es una escuela autónoma.
- ◯ Otro (especificar)

7. Estaría dispuesto a ingresar a mi hijo/a en la lotería de Amber Charter School para ser admitido en Kindergarten o 1er grado, quinto o sexto grado (las escuelas charter son escuelas públicas y gratuitas).

- ◯ Si
- ◯ No

8. Marque todo lo que quiera para su hijo/a. El plan académico de Amber incluye:

- ☐ Riguroso currículo inclinado en los Estándares Básicos Comunes.
- ☐ Artes visuales, música (piano, grabadores, coro, actuaciones en el Carnegie Hall), educación física y tecnología.
- ☐ Tutores para los grados 3-5.
- ☐ Programas de intervención.
- ☐ Ayudantes de maestros Grados K-2.
- ☐ Oportunidades para servir a la comunidad local.
- ☐ Ofrezca un currículo en las materias básicas que sea desafiante, exploratorio, integrador y relevante.
- ☐ Ofrecer enriquecimiento en las artes, la música, la tecnología y la educación física.
- ☐ Mantener una baja proporción de alumnos por maestro.
- ☐ Proporcionar períodos de asesoramiento a lo largo de 6-8 grados.
- ☐ Oferta de español como lengua extranjera.
- ☐ Ofrezca la oportunidad de graduarse con dos exámenes Regents completados. [Español; Álgebra; Ciencia de la Tierra].
- ☐ Oferta intramuros deportivos [pista; voleibol; sofbol; béisbol; baloncesto; fútbol].

9. ¿Hay algo más que te gustaría ver?

10. Amber proporciona desarrollo de carácter para sus estudiantes a través del método AMBER. Creemos que todas las personas deben experimentar y encarnar lo siguiente:

Logro
Comunidad
Responsabilidad
Honestidad
Respeto

¿Son estos rasgos de carácter importantes para los niños en su comunidad?

- ◯ Seguro.
- ◯ Algunas veces.
- ◯ De ningún modo.
- ◯ Otros (especificar)

11. ¿Está interesado en asociarse con Amber Charter School en su comunidad? Si es así, por favor proporcione su dirección de correo electrónico?

12. ¿Cree que se necesitan más escuelas intermedias de calidad en su vecindario?

- ◯ Si.
- ◯ No.

13. Si tiene más preguntas sobre Amber Charter School, visite nuestro sitio web en www.ambercharter.org o deje sus preguntas a continuación.

14. Por favor díganos cómo se enteró de esta encuesta.

- ◯ Periódico
- ◯ Pastor
- ◯ Palabra por la boca
- ◯ Maestra
- ◯ Miembro de la comunidad
- ◯ Administrador
- ◯ Vecino
- ◯ E-mail
- ◯ Por correo
- ◯ Otro (especifique)

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
[redacted]
www.ambercharter.org

Elsa Nunez
[redacted]

December 18, 2018

Dear Ms. Nunez:

We would like to inform you that Amber Charter School is seeking to open a K-8 charter school in CSD 6. We would be interested in receiving your input.

Amber Charter School was founded in 2000 as the first Latino-led charter school in New York State by the Community Association of Progressive Dominicans (ACDP), a community based organization. Our schools are located in East Harlem and Kingsbridge. In East Harlem we serve close to 500 students in grades K to 5. In Kingsbridge we serve over 350 students in grades K to 3. In the fall of 2017 we moved our temporary Washington Heights location to our permanent space in Kingsbridge, however our plans are to come back to CDS 6 with the new school.

The new charter school will expand Amber's key design elements to the 6-8 grades:

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The school will open with kindergarten, first, fifth and sixth grades then grow in subsequent years to Kindergarten to eighth grade.

You can take our survey to provide feedback at this link:

| English Survey | Spanish Survey |
|---|---|
| http://tinyurl.com/ACSmiddle | http://tinyurl.com/ACSIntermedia |

Please feel free to contact me to answer any questions. Thank you.

Regards,

Dr. Vasthi R. Acosta
Executive Director
Amber Charter School

**d. Evidence of Community Outreach**

Submit documents that provide evidence of community outreach (e.g., flyers, websites, social media pages, meeting announcements, sign-in sheets, survey results, etc.).

Please find the following attachments:

| | |
|---|---|
| R-04d-1 | Amber Charter Schools website homepage pop-up message screenshot |
| R-04d 2a | Press release |
| R-04d 2b | Media distribution list for press release |
| R-04d 3a | Public meeting flyer (English & Spanish) |
| R-04 3b | Public meeting website, Facebook & Twitter screenshots |
| R-04d 4a | Amber Charter School III survey (English) |
| R-04d 4b | Amber Charter School III survey (Spanish) |
| R-04d 5 | CSD 6 outreach letter |

ADRIANO ESPAILLAT
13TH DISTRICT, NEW YORK

1630 LONGWORTH HOUSE OFFICE BUILDING
[redacted]

# Congress of the United States
## House of Representatives
### Washington, DC 20515-3605

December 17, 2018

To Whom It May Concern,

I would like to express my support for Amber Charter School, which has provided students in the Bronx in New York's 13th Congressional District access to high-quality education. Middle school students in Community School District 6 would greatly benefit from the quality and commitment that Amber Charter School has demonstrated, and I support their request to expand.

Students' success begins with a robust curriculum that prepares them for the academic rigor of high school and higher education. Amber Charter School has demonstrated a record of success as well as a commitment to helping students advance. Having witnessed Amber's ability to provide quality education and guidance to students in the Bronx, I believe many more can benefit if Amber is given the opportunity to replicate and expand its model.

As a leader in the community that Amber Charter School serves, I want to express my support for their mission and efforts to further the education of students and families in Community School District 6.

Respectfully,

Adriano Espaillat
U.S. House of Representatives
New York's 13th Congressional District

PRINTED ON RECYCLED PAPER

CARMEN DE LA ROSA
Assemblymember 72nd District

THE ASSEMBLY
STATE O□ NE□ YORK
ALBANY

COMMITTEES
Banks
Corporations, Authorities & Commissions
Correction
Housing
Mental Health

MEMBER
Black, Puerto Rican, Hispanic & Asian Legislative Caucus
Legislative Woman's Caucus
Puerto Rican/Hispanic Task □orce

December 19, 2018

To Whom It May Concern,

I am writing in support of Amber Charter School's application for expansion. Amber Charter School has been successful in providing quality education to our children and their model should be replicated and expanded in School District 6.

I have heard from the parent community in Northern Manhattan of the great need and demand for a program like the one Amber has provided for our community. The administrators of Amber have shared their success rate and are proud of to report that Amber students regularly score above average in the standard state tests.

SUNY's CSI's own analysis shows Amber to be one of the charter schools that has had a consistently strong impact on the academic growth of students. With approximately four students vying for every one of Amber's open seats and a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

As a firm believer in parental choice and the need to deliver quality education for our families in Northern Manhattan, I am confident that Amber will be an asset to our community and will bring their already proven model to positively impact the academic growth of our children.

Respectfully,

Carmen De La Rosa
Assemblywoman, 72nd District

ALBANY O□□ICE□Room 52□, Legislative Office Building, Albany, New York 12248 • [redacted]
DISTRICT O□□ICE□210 Sherman Avenue, Suite A, New York, New York 10034 • [redacted]

**DISTRICT OFFICE**
618 WEST 177TH STREET
NEW YORK, NY 10033
[redacted]

**CITY HALL OFFICE**
250 BROADWAY, ROOM 1731
NEW YORK, NY 10007
[redacted]
http://council.nyc.gov

THE COUNCIL
OF
THE CITY OF NEW YORK
**YDANIS RODRIGUEZ**
COUNCIL MEMBER, 10TH DISTRICT, MANHATTAN

**CHAIR**
TRANSPORTATION COMMITTEE

**COMMITTEES**
EDUCATION
HIGHER EDUCATION
CIVIL AND HUMAN RIGHTS
PUBLIC SAFETY
GOVERNMENTAL OPERATIONS
STATE AND FEDERAL REGUALTION
FOR-HIRE VEHICLES

**CAUCUSES**
BLACK, LATINO, AND ASIAN CAUCUS
PROGRESSIVE CAUCUS

December 19, 2018

Ms. Susie Miller Carrello
Executive Director
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

Dear Executive Director Miller Carrello:

I would like to take this opportunity to acknowledge Amber Charter School's success in providing quality education to our children. As such, I strongly support their application to replicate and expand their educational model in Community School District (CSD) 6.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in third grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive.

Amber Charter is a successful school and in great demand. Amber Charter students regularly score higher than the students do in District 6. SUNY's CSI's own analysis shows Amber Charter to be one of the charter schools that has had a consistently strong impact on the academic growth of students. With approximately four students vying for every one of Amber's open seats and with a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

As the Council Member for the community that Amber Charter School serves, I enthusiastically support their efforts to serve the children and families of CSD 6. I know that they will bring their successful educational model and academic growth to many more children and families in my district and throughout the City of New York.

Sincerely,

Ydanis Rodriguez
New York City Council Member
10th Council District

Asociación Progresistas Comunal de Dominicanos

ACDP Inc.

# Community Association of Progressive Dominicans

To Whom It May Concern,

I would like to take this opportunity to acknowledge Amber Charter School's success in providing quality education to our children and to also support their application to replicate and expand their educational model in School District 6.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive.

Amber is a successful school in great demand. Amber students regularly score higher than the students in District 6. SUNY's CSI's own analysis shows Amber to be one of the charter schools that has had a consistently strong impact on the academic growth of students. With approximately four students vying for every one of Amber's open seats and a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. I know they will bring their successful model to impact the academic growth of our children.

Respectfully,

Soledad

Soledad Hiciano
Executive Director of ACDP

3940 Broadway, 2nd Floor • New York, NY 10032
[redacted]
WWW.ACDP.ORG

To Whom it May Concern,

I would like to take this opportunity to acknowledge Amber Charter School's success in providing quality education to our children and to also support their application to replicate and expand their educational model in School District 6.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive.

Amber is a successful school in great demand. Amber students regularly score higher than the students in District 6. SUNY's CSI's own analysis shows Amber to be one of the charter schools that has had a consistently strong impact on the academic growth of students. With approximately four students vying for every one of Amber's open seats and a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. I know they will bring their successful model to impact the academic growth of our children.

Respectfully,

Margaret Della

Executive Director

[redacted]

**Kingsbridge Heights** Community Center
3101 Kingsbridge Terrace, Bronx, NY 10463
[redacted] | www.khcc-nyc.org

# *Silver Spoons Day Care: Quality Child Care*

December 14, 2018

To Whom it May Concern,

I would like to take this opportunity to acknowledge Amber Charter School's success in providing quality education to our children and to also support their application to replicate and expand their educational model in School District 6.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive.

Amber is a successful school in great demand. Amber students regularly score higher than the students in District 6. SUNY's CSI's own analysis shows Amber to be one of the charter schools that has had a consistently strong impact on the academic growth of students. With approximately four students vying for every one of Amber's open seats and a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. I know they will bring their successful model to impact the academic growth of our children.

Respectfully,

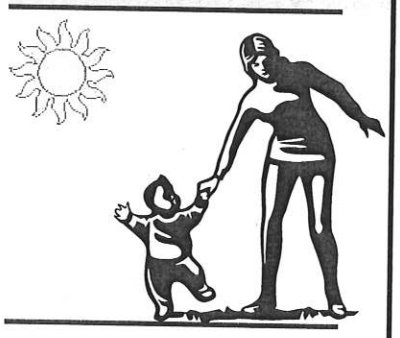
Johanna Edmondson, BSW

Curriculum Director

Solangel Brujan, PhD

Business Director

Silver Spoons Day Care
3445 Corlear Avenue
Bronx, NY 10463
[redacted]
silverspoonsdaycare.com
[redacted]



# Riverdale YM-YWHA

**5625 Arlington Avenue / Bronx, New York 10471**
**[redacted] / www.RiverdaleY.org**

**Officers**
Sara Crowe
*President*
Helen Samuels
*Chair*
Peter Goldman
*Vice-President*
Gail Schorsch
*Vice-President*
Keelin Kavanagh
*Secretary*
Adam Jacobson
*Treasurer*

**Trustees**
Arthur Bloom
Adrienne Goldfeder
Lawrence C. Gottlieb
Karen Kasner
Kathleen Scott
Elana Weinberger

**Honorary Trustees**
Andrew Cohen
Ruben Diaz, Jr.
Jeffrey Dinowitz
Eliot Engel
Jeffrey Klein

Deann Forman
*Chief Executive Officer*

December 19, 2018

To Whom it May Concern,

This letter is in support of Amber Charter School's application to replicate and expand their educational model in School District 6.

We have partnered with Amber Charter School in their swim program. Recognizing the importance of teaching children before 8 years old to learn how to swim, Amber Charter School has worked with the Riverdale YM-YWHA to create a successful swim program for their students.

As a member of the larger community that Amber Charter School serves, I support their efforts to serve the children and families of CSD 6.

Sincerely,

Matt Abrams Gerber
Chief Operating Officer

PROUD PARTNER UJA FEDERATION

The New York City Charter Schools' ELL CONSORTIUM

Thursday December 13, 2018

To Whom it May Concern,

I would like to take this opportunity to acknowledge Amber Charter School's success in providing quality education to our children and to also support their application to replicate and expand their educational model in School District 6.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive.

Amber is a successful school in great demand. Amber students regularly score higher than the students in District 6. SUNY's CSI's own analysis shows Amber to be one of the charter schools that has had a consistently strong impact on the academic growth of students. With approximately four students vying for every one of Amber's open seats and a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. I know they will bring their successful model to impact the academic growth of our children.

Respectfully,

Angel Rodriguez, Manager of The NYC Charter Schools' ELL Consortium

empire charter consultants
Candid Conversations. Direct Results.

December 11, 2018

To Whom it May Concern,

I would like to take this opportunity to acknowledge Amber Charter School's incredible success in providing a high-quality education to our children and to also support their application to replicate and expand their educational model in School District 6. Amber's decision to expand is wonderful news for families and students.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive – and Amber is providing that for its scholars.

Amber is a successful school in great demand. Amber students regularly score higher than the students in District 6. SUNY's CSI's own analysis shows Amber to be one of the charter schools that has had a consistently strong impact on the academic growth of students. The huge demand for what Amber offers speaks for itself. With approximately four students vying for every one of Amber's open seats and a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

Amber stands out as a shining star in the charter community, and I wholeheartedly support their efforts to serve the children and families of CSD 6. I know they will bring their successful model to impact the academic growth of our children.

Respectfully,

Jessica Mokhiber
Empire Charter Consultants

CSBM
CHARTER SCHOOL
BUSINESS MANAGEMENT

experience. expertise. execution.

December 18, 2018

SUNY Charter Schools Institute
c/o Susan Miller Carello
353 Broadway
Albany, New York 12246

Dear Ms. Miller-Carello and the SUNY Charter Schools Institute Team,

Charter School Business Management supports Amber Charter School's application to replicate and expand their educational model. This support acknowledges Amber Charter School's success in providing quality education to New York City children. As a partner to Amber Charter School for multiple years, we attribute their success to community engagement and leadership, the creation and maintenance of a loving, inclusive, academic environment and the development of a community of educators and staff deeply committed to student success.

We believe that more students can succeed if they have access to the high quality program Amber Charter School provides. The community in which Amber Charter School plans to expand, Community School District 6, has a tremendous opportunity to improve the educational outcomes of its students if Amber Charter School is allowed to open another school there. Currently, only about 40% of students in the target community pass the state exams. Amber's students consistently score higher than students in this area and their program has been proven to have a consistently strong impact on their students' academic growth.

As a member of the larger community that Amber Charter School serves, Charter School Business Management wholeheartedly supports their efforts to replicate and expand their model into CSD 6. If approved, we know the children and family in this community will benefit greatly.

Best Regards,

Karen Daniels

Karen Daniels

President and COO

**Charter School Business Management Inc.**
237 West 35th Street, Suite 301 New York, NY 10001
[redacted] | csbm.com

THE AMERICAN DREAM SCHOOL
Live the Dream

December 7, 2018

To Whom it May Concern,

I would like to take this opportunity to acknowledge Amber Charter School's success in providing quality education to our children and to also support their application to replicate and expand their educational model in School District 6.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive.

Amber is a successful school in great demand. Amber students regularly score higher than the students in District 6. SUNY's CSI's own analysis shows Amber to be one of the charter schools that has had a consistently strong impact on the academic growth of students. With approximately four students vying for every one of Amber's open seats and a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. I know they will bring their successful model to impact the academic growth of our children.

Respectfully,

Melissa Melkonian
Founder and Principal

Charter School of Educational Excellence
260 Warburton Avenue, Yonkers, New York 10701
[redacted]

December 6, 2018

To Whom it May Concern,

I would like to take this opportunity to acknowledge Amber Charter School's success in providing quality education to our children and to also support their application to replicate and expand their educational model in School District 6.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive.

Amber is a successful school in great demand. Amber students regularly score higher than the students in District 6. SUNY's CSI's own analysis shows Amber to be one of the charter schools that has had a consistently strong impact on the academic growth of students. With approximately four students vying for every one of Amber's open seats and a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. I know they will bring their successful model to impact the academic growth of our children.

Sincerely,

Cindy Lopez
Principal

heketi
COMMUNITY CHARTER SCHOOL

To Whom it May Concern,

I would like to take this opportunity to acknowledge Amber Charter School's success in providing quality education to our children and to also support their application to replicate and expand their educational model in School District 6.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive.

Amber is a successful school in great demand. Amber students regularly score higher than the students in District 6. SUNY's CSI's own analysis shows Amber to be one of the charter schools that has had a consistently strong impact on the academic growth of students. With approximately four students vying for every one of Amber's open seats and a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. I know they will bring their successful model to impact the academic growth of our children.

Respectfully,

David R. Rosas
School Director
Heketi Community Charter School

INTERNATIONAL LEADERSHIP CHARTER HIGH SCHOOL

BRONX, NEW YORK

To Whom it May Concern,

I would like to take this opportunity to acknowledge Amber Charter School's success in providing quality education to our children and to also support their application to replicate and expand their educational model in School District 6.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive.

Amber is a successful school in great demand. Amber students regularly score higher than the students in District 6. SUNY's CSI's own analysis shows Amber to be one of the charter schools that has had a consistently strong impact on the academic growth of students. With approximately four students vying for every one of Amber's open seats and a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. I know they will bring their successful model to impact the academic growth of our children.

Respectfully,

Dr. Elaine Ruiz Lopez

Dr. Elaine Ruiz Lopez

CEO & Founder
International Leadership Charter High School

NYC AUTISM
CHARTER SCHOOLS

December 11, 2018

To Whom it May Concern,

I am writing to acknowledge Amber Charter School's success in providing quality education to our children, and to wholeheartedly lend my support for their application to replicate in School District 6.

Recent New York State assessments illustrate a clear need for more and better educational options for the children and families of District 6. Amber Charter School is an extremely successful program with a lengthy waitlist that has consistently demonstrated strong assessment scores – far surpassing those of the larger district. The positive impact that the school has had on the academic growth of its students is supported by the SUNY Charter Schools Institute's own analysis. This track record, along with their belief and investment in creating lifelong learners, perfectly positions them to expand their educational model to serve middle school students.

As a member of the larger community that Amber Charter School serves, and as someone who is very familiar with the organization's exceptional, caring, and dedicated leadership, I fully support their efforts to serve CSD 6. Our children need and deserve more schools like Amber!

Sincerely,

Julie Fisher
Executive Director

# FAMILY LIFE ACADEMY CHARTER SCHOOLS NETWORK

HIGHBRIDGE MOTT HAVEN MORRISANIA

To Whom It May Concern,

As Chief Executive Officer for Family Life Academy Charter Schools (FLACS) , I would like to offer my support and backing to SUNY –CSI in approving Amber Charter School's application for Amber Charter Middle School.

Dr. Vasthi Acosta is an educator, community activist and leader in the Latino community; promoting the growth and expansion of high-performing "community grown" charter schools that can serve as anchor institutions for long-term community development and whose leadership are indigenous to the communities they serve. Dr. Acosta with over 30 years of experience as an educator began her journey in leading this movement for "community grown charter schools" when she became the principal of Amber Charter School in Manhattan. Amber Charter School was the first Latino-led charter school in New York State by the Community Association of Progressive Dominicans (ACDP), a community based organization. Amber Charter School served as model in helping to pave the way for other Latino led community grown charter schools like FLACS.

FLACS has worked in partnership with the leadership of Amber Charter School for over a decade. Amber Charter School was one of the first schools to join the NYC ELLs Consortium. Established in 2009, the NYC English Language Learner (ELL) Consortium which is led by FLACS is a group of 25+ charter schools committed to improving the education of ELLs. Through this consortium, Amber, FLACS and other NYC charter schools have been able to share best practices with each other, with the goal of building teacher capacity in delivering high quality instruction to ELL students that raises their overall academic achievement.

Dr. Vasthi Acosta also took the lead in school choice as founder of the Latino Charter Leaders Roundtable (LCLR). The LCLR is an affinity group of community grown charter school leaders whose guiding principles focus on leadership development, sharing of best practices and advocacy that includes supporting the expansion of high quality networks of community grown charter models that are a part of school choice. The opening of Amber Charter Middle School will help to meet this goal by continuing to ensure equitable access for all students, all learners in all communities that have historically suffered from achievement gaps.

Dr. Vasthi Acosta and the Amber Charter School community clearly demonstrates that all children that are provided an academically rigorous and well-rounded education along with strong character development will thrive and succeed in life, thus ensuring the transformation of their communities that includes a better future for all its residents

Sincerely,

Marilyn Calo, CEO
Family Life Academy Charter Schools

hispanicfederation

55 Exchange Place, 5th Floor
New York, NY 10005
[redacted]

175 Main Street, 2nd Floor
Hartford, CT 06106
[redacted]

1133 19th Street N.W., Suite 1035
Washington, DC 20036
[redacted]

www.hispanicfederation.org

December 18, 2018

To Whom It May Concern,

I would like to take this opportunity to acknowledge Amber Charter School's success in providing quality education to our children and to also support their application to replicate and expand their educational model in School District 6.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive.

Amber is a successful school in great demand. Amber students regularly score higher than the students in District 6. SUNY's CSI's own analysis shows Amber to be one of the charter schools that has had a consistently strong impact on the academic growth of students. With approximately four students vying for every one of Amber's open seats and a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. I know they will bring their successful model to impact the academic growth of our children.

Respectfully,

Jose Calderon
President

Montefiore
THE UNIVERSITY HOSPITAL FOR
ALBERT EINSTEIN COLLEGE OF MEDICINE

December 17, 2018

To whom it may concern:

I would like to take this opportunity to support Amber Charter School's application to replicate their successful model to providing quality education to our children in School District 6.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive.

Montefiore Medical Center is the largest healthcare system in the Bronx, and we are also the largest employer in the Bronx. A major challenge at Montefiore has been to recruit psychologists and psychiatrists who are willing to work with the underserved populations that we serve. We agree to partner with Amber Charter Schools to develop an internship program for 7th and 8th grade students to expose them to careers in psychology, psychiatry, and care management as early exposure to these careers can make a significant difference in students motivation to pursue them. A 2010 survey of members of the American Psychology Association's Division of Clinical Psychology found that only 9% of clinical psychologists self-reported as ethnically or racially diverse.

As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. SUNY's CSI's own analysis shows Amber to be one of the charter schools that has had a consistently strong impact on the academic growth of students. With approximately four students vying for every one of Amber's open seats and a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

I am confident they will bring their successful model to impact the academic growth of our children. Please do not hesitate to contact me if you have any further questions.

Sincerely,

*Miguelina German, PhD*

Miguelina Germán, Ph.D.
Assistant Director, Pediatric Behavioral Health Services
Assistant Professor, Department of Pediatrics & Department of Psychiatry, Montefiore Medical Center/Albert Einstein College of Medicine

EY Zipris
Director, Education
Museum of the City of New York
1220 Fifth Avenue at 103rd Street

[redacted]

December 14, 2018

To Whom It May Concern:

I am writing this letter in support of Amber Charter School's application to expand their educational model in School District 6.

With approximately four students vying for every one of Amber Charter School's open seats and a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

Over the years, the Museum of the City of New York has welcomed Amber Charter elementary school students for our field trip experiences. It has been our pleasure to share the Museum's rich resources as a community member and local institution. We look forward to continuing this relationship throughout Amber Charter School's well-earned expansion and we feel confident that these students will benefit from Amber Charter School's passion for creating and cultivating relationships amongst New York City's cultural institutions.

As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. I know they will bring their successful model to impact the academic growth of our children.

Respectfully,

EY Zipris

MANHATTAN COLLEGE

NON-CREDIT PROGRAMS

To Whom It May Concern,

I would like to take this opportunity to acknowledge Amber Charter School's success in providing quality education to our children and to also support their application to replicate and expand their educational model in School District 6.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive.

Amber is a successful school in great demand. Amber students regularly score higher than the students in District 6. SUNY's CSI's own analysis shows Amber to be one of the charter schools that has had a consistently strong impact on the academic growth of students. With approximately four students vying for every one of Amber's open seats and a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. I know they will bring their successful model to impact the academic growth of our children.

Respectfully,

Edgar Zavala

Edgar Zavala
Director, Non-Credit Programs
Manhattan College

Partnership with Children

*Founded in 1908*

To Whom it May Concern,

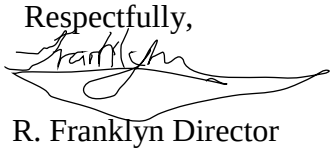
I would like to take this opportunity to acknowledge Amber Charter School's success in providing quality education to our children and to also support their application to replicate and expand their educational model in School District 6.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive.

Amber is a successful school in great demand. Amber students regularly score higher than the students in District 6. SUNY's CSI's own analysis shows Amber to be one of the charter schools that has had a consistently strong impact on the academic growth of students. With approximately four students vying for every one of Amber's open seats and a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. I know they will bring their successful model to impact the academic growth of our children.

Respectfully,



R. Franklyn Director
Director of Finance

**299 BROADWAY, SUITE 1300, NEW YORK, NY 10007** [redacted]
**www.partnershipwithchildrennyc.org**

December 18, 2018

To Whom It May Concern:

It is with great enthusiasm that I write this letter of support for Amber Charter School's application to replicate and expand their education model in School District 6. Amber Charter School continues to prove its success in providing high quality education to New York City students. Amber has achieved positive outcomes for this high-risk population in East Harlem and Kingsbridge, and we believe their experience qualifies the organization to help fill this important educational need.

Zone 126 works on behalf of Long Island City and Astoria's families who lack the human, social, emotional and civic capital to improve their lives. Children in economically unstable homes, especially black and brown children, are more likely to fall behind academically. Unemployment and underemployment continues to erode already limited options to build stability in a child's life. This is why opportunities to improve educational outcomes are critically important to our families in Zone 126's catchment area as well as the entirety of New York City.

In the work we do at Zone 126 with children/youth and families, we have seen too many students who struggle in the early grades. These students are frequently unable to find alternative school settings where they can learn and be successful.

A SUNY analysis shows Amber to be one of the charter schools that has had a consistently strong impact on the academic growth of students. With approximately four students vying for every one of Amber's open seats and a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. I know Amber will bring their successful model to impact the academic growth of our children.

Please feel free to contact me if I can be of any assistance and thank you for your time and attention.

Sincerely,

Anthony Lopez
Executive Director, Zone 126

SCHOOL PROFESSIONALS

[redacted]

622 THIRD AVENUE • NEW YORK, NY 10017 • SCHOOLPROFESSIONALS.COM

To Whom it May Concern,

I would like to take this opportunity to acknowledge Amber Charter School's success in providing quality education to our children and to also support their application to replicate and expand their educational model in School District 6.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive.

Amber is a successful school in great demand. Amber students regularly score higher than the students in District 6. SUNY's CSI's own analysis shows Amber to be one of the charter schools that has had a consistently strong impact on the academic growth of students. With approximately four students vying for every one of Amber's open seats and a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. I know they will bring their successful model to impact the academic growth of our children.

Respectfully,

José Medina

José Medina

Director of Client Services

School Professionals

FAIRCOM NEW YORK
FAIRCOM International

December 12, 2018

To Whom it May Concern,

I would like to take this opportunity to acknowledge Amber Charter School's success in providing quality education to our children and to also support their application to replicate and expand their educational model in School District 6.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive.

Amber is a successful school in great demand. Amber students regularly score higher than the students in District 6. SUNY's CSI's own analysis shows Amber to be one of the charter schools that has had a consistently strong impact on the academic growth of students. With approximately four students vying for every one of Amber's open seats and a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. I know they will bring their successful model to impact the academic growth of our children.

Respectfully,

Lindsay Long
*Senior Director of Global Philanthropy*
*Faircom New York*

RAZA DEVELOPMENT FUND
SERVING AMERICA
A Support Corporation of UnidosUS

December 10, 2018

RE: Letter of Support – Amber Charter School

To Whom it May Concern,

On behalf of Raza Development Fund (RDF), I would like to take this opportunity to acknowledge Amber Charter School's success in providing quality education to our children and to also support their application to replicate and expand their educational model in School District 6.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive.

Amber is a successful school in great demand. Amber students regularly score higher than the students in District 6. SUNY's CSI's own analysis shows Amber to be one of the charter schools that has had a consistently strong impact on the academic growth of students. With approximately four students vying for every one of Amber's open seats and a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. I know they will bring their successful model to impact the academic growth of our children.

Should you have any questions regarding RDF's letter of support, please contact me directly at [redacted] or via email at [redacted]

Respectfully,

Adrian Ruiz
Director | Education Finance
Raza Development Fund, Inc.

UNIDOSUS
STRONGER COMMUNITIES. STRONGER AMERICA.

TEXAS REGIONAL OFFICE
Tower Life Building
310 S St. Mary's Street, Suite 980
San Antonio, TX 78205

[redacted]

unidosus.org

December 14, 2018

To Whom it May Concern,

On behalf of UnidosUS, I would like to take this opportunity to recognize Amber Charter School's success in providing quality education since 2000 to children in Community School Districts (CSD) in New York, and to support their application to replicate and expand their educational model.

Since 1968, UnidosUS—formerly known as the National Council of La Raza (NCLR)—has remained a trusted, nonpartisan voice for Latinos. We serve the Hispanic community through our research, policy analysis, and state and national advocacy efforts, as well as in our program work in communities nationwide. And we partner with a national network of nearly 300 Affiliates across the country to serve millions of Latinos in the areas of civic engagement, civil rights and immigration, education, workforce and the economy, health, and housing.

In the recent New York State assessments, 68% of the students in CSD 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education children receive.

Amber is a successful school in great demand. Amber students regularly score higher than the students in CSD 6. SUNY's CSI's own analysis shows Amber to be one of the charter schools that has had a consistently strong impact on the academic growth of students. With approximately four students vying for every one of Amber's open seats and a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

Since 2003, Amber has been an UnidosUS Affiliate. From 2014 through 2016 Amber worked closely with UnidosUS on a board development project. Through the partnership and the engagement of their board, Amber expanded in a careful, strategic way to include a second elementary school. Amber also partnered with our Children Investigating Science with Parents and Afterschool (CHISPA) program to bring families and students together with local museums for science education.

As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 4, 6, and 10. I know they will bring their successful model to impact the academic growth of students.

Respectfully,

Margaret McLeod, EdD
Vice President of Education, Workforce Development and Evaluation

TEACHLEY
research • learning • fun
25 Broadway, 13th Floor | New York, NY 10004
www.teachley.com

December 7, 2018

To Whom it May Concern,

I would like to take this opportunity to acknowledge Amber Charter School's success in providing quality education to children and to also support their application to replicate and expand their educational model in School District 6.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive.

Amber is a successful school in great demand. Amber students regularly score higher than the students in District 6. SUNY CSI's analysis shows Amber to be one of the charter schools that has had a consistently strong impact on the academic growth of students. With approximately four students vying for every one of Amber's open seats and a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

We have worked with the students, teachers, and after school coordinators at Amber for over 7 years in developing and testing our educational math games. Amber is a welcoming school with warm, supportive teachers and engaged learners. As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. I know they will bring their successful model to impact the academic growth of our children.

Respectfully,

Kara Carpenter
Cofounder, Teachley

Dr. Kristin Moody
2681 Pharr Rd.
Atlanta, GA 30317
[redacted]

December 6, 2018

To Whom it May Concern,

I would like to take this opportunity to acknowledge Amber Charter School's success in providing quality education to our children and to also support their application to replicate and expand their educational model in School District 6.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive.

Amber is a successful school in great demand. Amber students regularly score higher than the students in District 6. SUNY's CSI's own analysis shows Amber to be one of the charter schools that has had a consistently strong impact on the academic growth of students. With approximately four students vying for every one of Amber's open seats and a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

As a member of the national landscape of public schooling, I am consistently impressed by the effectiveness and capacity of the Amber leadership team and board. Their model of education has been proven in their data and in their application numbers. I wholeheartedly support their efforts to serve the children and families of CSD 6, and I am grateful for authorizers, such as SUNY, that position high performing programs to grow their reach and change the educational trajectories of the communities they serve.

Respectfully,

Kristin Moody

National Training Network

*Post Office Box 36*
*Summerfield, NC 27358*
[redacted]
*www.NTNMath.com*

December 10, 2018

To Whom it May Concern,

As an education partner to Amber Charter School, I would like to take this opportunity to acknowledge Amber Charter School's success in providing quality education to our children and to also support their application to replicate and expand their educational model in School District 6.

In the recent New York State assessments, 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. There is a desperate need to improve the quality of education our children receive.

Amber is a successful school in great demand. Amber students regularly score higher than the students in District 6. Currently, our organization is partnered with over 150 schools throughout New York City, and through our own analysis, found that the students of Amber Charter performed in the top quartile of schools with whom we partner, in terms of having the highest gains in mathematics.

SUNY's CSI's own analysis shows Amber to be one of the charter schools that has had a consistently strong impact on the academic growth of students. With approximately four students vying for every one of Amber's open seats and a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

As a member of the larger community that Amber Charter School serves, I wholeheartedly support their efforts to serve the children and families of CSD 6. I know they will bring their successful model to impact the academic growth of our children.

Should you have any questions, please feel free to contact me at [redacted]

Respectfully,

Nicole Beck
Vice President of Growth & Development
National Training Network
[redacted]

12/19/18

Vashi Acosta
Amber Charter School
3120 Corlear Avenue
Bronx, NY 10463

RE: Amber Charter School Middle School Letter of Support

To Whom it May Concern,

We would like to take this opportunity to acknowledge Amber Charter School's ("Amber") success in providing quality education to children and to also support their application to replicate and expand their educational model in New York City School District 6 ("District 6").

It is our understanding that in the recent New York State assessments, approximately 68% of the students in District 6 failed the English Language Arts (ELA) assessment in 3rd grade and approximately 71% failed the math assessment in the same grade. In grade 6, 62% failed in ELA and 71% in math in CSD 6. Thus, there is a desperate need to improve the quality of education in District 6.

Amber is a successful school in great demand. It is our understanding that Amber students regularly score higher in English and Math than other students in District 6. We also understand that SUNY's CSI's own analysis shows Amber to be one of the charter schools that has had a consistently strong impact on the academic growth of students. With approximately four students vying for every one of Amber's open seats and a waitlist roughly the size of the entire school, Amber is well positioned to replicate and expand its educational model.

As a supporter of the larger community that Amber serves, we wholeheartedly support their efforts to serve the children and families of District 6. We believe they will bring their successful model to impact the academic growth of our children.

Respectfully,

Jo Ann Bullard

Jo Ann Bullard
Sr. Human Capital Business Partner

**e. Evidence of Community Support**

Submit documents that provide evidence of community support (e.g., letters of support from community stakeholders, emails with evidence of support, petitions, survey results, etc.).

Please find the following letters of support:

***Community Letters of Support:***
R-04e 1a: Adriano Espaillat, U.S. House of Representatives, New York's 13th Congressional District
R-04e 1b: Carmen De La Rosa, Assemblywoman, State of New York, 72nd District
R-04e 1c: Ydanis Rodriguez, NYC Council Member, 10th Council District
R-04e 1d: Asociacion Communal de Dominicanos Progresistas/Community Association of Progressive Dominicans (ACDP)
R-04e 1e: Kingsbridge Heights Community Center
R-04e 1f: Silver Spoons Daycare
R-04e 1g: Riverdale YM-YWHA

***NYC Charter School Community Letters of Support:***
R-04e 2a: NYC Charter Schools ELL Consortium
R-04e 2b: Empire Charter Consultants
R-04e 2c: Charter School Business Management (CSBM)
R-04e 2d: American Dream Charter School
R-04e 2e: Charter School of Educational Excellence
R-04e 2f: Heketi Community Charter School
R-04e 2g: International Leadership Charter High School
R-04e 2h: NYC Autism Charter School
R-04e 2i: Family Life Academy Charter Schools

***Greater NYC Letters of Support:***
R-04e 3a: Hispanic Federation
R-04e 3b: Montefiore
R-04e 3c: Museum of the City of New York
R-04e 3d: Manhattan College
R-04e 3e: Partnership with Children
R-04e 3f: Zone 126
R-04e 3g: School Professionals
R-04e 3h: Faircom

***National Organizations Letters of Support:***
R-04e 4a: Raza Development Fund Inc.
R-04e 4b: UNIDOS
R-04e 4c: Teachley
R-04e 4d: Evolve (Dr. Kristin Moody)
R-04e 4e: National Training Network
R-04e 4f: Trinet

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
[redacted]
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey:
https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Tyrell [redacted] | | [redacted] | 4 | 1 |
| Roberta | | | 5 | 1 |
| [illegible] | | | | 1 |
| Eric [illegible] | | | | |
| Francina [illegible] | | | | 1 |

Signatures continue on verso

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| [redacted] | | [redacted] | | 1 |
| | | | | 1 |
| | | | | 1 |
| | | | | 2 |
| | | | | 1 |
| | | | | |
| | | | | 2 |
| | | | | 10 |
| | | | | 5 |
| | | | | ~~3+5~~ (2) |
| | | | 4 | 1 |
| | | | | 1 |
| | | | | |
| | | | | 2 |
| | | | | 1 |
| | | | | 1 |
| | | | | 1 |
| | | | | 7 |
| | | | | 1 |
| | | | | 1 |
| | | | | 2 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
[redacted]
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey:

https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Dominique [redacted] | | [redacted] | | 1 |
| Julio [redacted] | | | | |
| Gloria [redacted] | | | | 1 |
| | | | | |
| | | | | |

Signatures continue on verso

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
[redacted]
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey:

https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Chloe [redacted] | Chloe | [redacted] | 5 | 1 |
| Katrina [redacted] | | | 4 | 1 |
| Kayla [redacted] | Kayla | | | 1 |
| Ivan [redacted] | | | | 1 |
| Araceli [redacted] | | | | 1 |

Signatures continue on verso

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Andrew [redacted] | AR | [redacted] | | 1 |
| Inés [redacted] | [redacted] | | 4 | 1 |
| Liana [redacted] | [redacted] | | 1 | 1 |
| Amanda [redacted] | [redacted] | | | |
| | | | | |
| | | | | |
| |

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
[redacted]
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey:

https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Jewel [redacted] | Jewel Green | [redacted] | | 8-11 |
| Francisca [redacted] | Francisca Alvarado | | | 8 |
| Florinda [redacted] | Florinda Mejia | | | |
| Cesar [redacted] | [signature] | | | 9 |
| Michael [redacted] | [signature] | | | 4 |

Signatures continue on verso

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| [redacted] | | [redacted] | | 4 |
| Lisa [redacted] | | | | 9 |
| Wendy [redacted] | | | | 1 |
| Elizabeth [redacted] | | | | |
| Jessi [redacted] | | | | 1 |
| Marina [redacted] | | | | 1 |
| Tiffany [redacted] | | | | 1 |
| Paquita [redacted] | | | | 8 |
| Leslie [redacted] | | | | 1 |
| Method [redacted] | | | | 1 |
| Leshy [redacted] | | | | |
| Vanda [redacted] | | | | 1 |
| Jacque [redacted] | | | | 6 |
| Cunnell [redacted] | | | | 1 |
| Lissette [redacted] | | | | 2 |
| Analaura [redacted] | Analaura E. | | | 1 |
| Elizabeth [redacted] | E. Valdez | | | 1 |
| Dominique [redacted] | | | | 1 |
| Heetu [redacted] | | | | 2 |
| Michelle [redacted] | | | | 2 |
| Juliet [redacted] | Christopher Namson | | | 4 |
| Angel [redacted] | | | | |
| Dorothy [redacted] | | | | 1 |
| [redacted] | | | | 7 |
| Brian [redacted] | Brian Rivera | | 5 | 2 |

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
[redacted]
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey:
https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Elizette [redacted] | Elizette [redacted] | [redacted] | 4 | 1 |
| Rochell [redacted] | [redacted] | | | 1 |
| Vashane [redacted] | [redacted] | | 4 | 1 |
| Anthony [redacted] | [redacted] | | 3 | 2 |
| Jessica [redacted] | [redacted] | | 6 | 10. |

Signatures continue on verso

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Yvonne [redacted] | | [redacted] | | 1 |
| Milagros [redacted] | | | | 1 |
| Priya [redacted] | | | | 1 |
| Johnson [redacted] | | | | 1 |
| Mario [redacted] | | | | 1 |
| Maida [redacted] | | | | 1 |
| Delisha [redacted] | | | 4 | 1 |
| Qiao [redacted] | | | | 1 |
| Shanfei [redacted] | | | | 1 |
| Krishnna [redacted] | | | | 1 |
| Jakell [redacted] | | | | 1 |
| Francesca [redacted] | | | | 1 |
| Taci [redacted] | | | | 1 |
| Elvia [redacted] | | | | 1 |
| Silsen [redacted] | | | | 1 |
| Jahaira [redacted] | | | | 1 |
| Daniel [redacted] | | | | 1 |
| Dulce [redacted] | | | | 1 |
| Ortega [redacted] | | | | 1 |
| Jose [redacted] | | | | 1 |
| Paula [redacted] | | | | |
| Wallisha [redacted] | | | | 1 |
| Cheryl [redacted] | | | | 1 |
| Ricardo [redacted] | | | | 2 |
| Johanny [redacted] | | | | 1 |

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
[redacted]
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey:
https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| [redacted] | | [redacted] | 4 | 1 |
| [redacted] | | | | 1 |
| [redacted] | | | 5 | 1 |
| [redacted] | | | 5 | 1 |
| [redacted] | | | 4 | 1 |

Signatures continue on verso

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Rafael [redacted] | | | 5 | 1 |
| Qiao [redacted] | | | | 1 |
| Tomayda [redacted] | | | 5 | 1 |
| Emilia [redacted] | | | | 1 |
| Unisha [redacted] | | | | 1 |
| Cristina [redacted] | | | | 1 |
| [redacted] | | | | 1 |
| Edward [redacted] | | | | 1 |
| [redacted] | | | | 1 |
| [redacted] | | | | 2 |
| [redacted] | | | | 1 |
| Nancy [redacted] | | | | 1 |
| Maria [redacted] | | | | |
| [redacted] | | | 4 | 1 |
| Byron [redacted] | | | 5 | 1 |
| [redacted] | | | | 1 |
| Alan [redacted] | | | 4 | 1 |
| Kalen [redacted] | | | | 1 |
| Sonia [redacted] | | | | |
| Tiffany [redacted] | | | 4 | 1 |
| Jerry [redacted] | | | 4 | 1 |
| Talisa [redacted] | | | 4 | 1 |
| Guillermina [redacted] | | | | 1 |
| Crystal [redacted] | | | | 1 |
| Destiny [redacted] | | | | 1 |

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
[redacted]
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey: https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Signatures continue on verso

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Sade [redacted] | | [redacted] | | 2 |
| Rocio [redacted] | | | | |
| Maricela [redacted] | | | | 2 |
| Kirsten [redacted] | | | | 1 |
| Michelle [redacted] | | | | 1 |
| JUAN [redacted] | | | | 3 |
| Tsaija [redacted] | | | | 3 |
| Crysta [redacted] | | | | 3 |
| Tamika [redacted] | | | | 2 |
| Luz [redacted] | | | | 1 |
| Sade [redacted] | | | | 2 |
| Victoria [redacted] | | | | 2 |
| Yashira [redacted] | | | | 1 |
| Anessa [redacted] | | | | 0 |
| Darsay [redacted] | | | | 1 |
| Chè [redacted] | | | | 1 |
| Yeney [redacted] | | | | 1 |
| Yaira [redacted] | | | | 1 |
| Giselle [redacted] | | | | 0 |
| Andres [redacted] | | | | 1 |
| Yaquelyn [redacted] | | | | 2 |
| Jessica [redacted] | | | | 1 |
| Jackie [redacted] | | | | 2 |
| Alejandra [redacted] | | | | 1 |
| Tishauna [redacted] | | | | 1 |

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
[redacted]
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey:
https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| [redacted] | [redacted] | [redacted] | | |
| [redacted] | [redacted] | | | 1 |
| [redacted] | [redacted] | | | 1 |
| [redacted] | [redacted] | | | 1 |
| [redacted] | [redacted] | | | 1 |

Signatures continue on verso

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| James [redacted] | | [redacted] | | 1 |
| Mahogany [redacted] | | | | 2 |
| Jennifer [redacted] | | | | 1 |
| Victor [redacted] | | | | 2 |
| Everdiel [redacted] | | | | 1 |
| Ann [redacted] | | | | 2 |
| [redacted] | | | | 2 |
| Yazmin [redacted] | | | | 1 |
| Michae [redacted] | | | | 1 |
| [redacted] | | | | 1 |
| Lissette [redacted] | | | | 3 |
| [redacted] | | | | 1 |
| [redacted] | | | | 4 |
| Elizabeth [redacted] | | | | 2 |
| Glenda [redacted] | | | | 2 |
| Tracie [redacted] | | | | 1 |
| Sheena [redacted] | | | | 1 |
| Bathsa [redacted] | | | | 1 |
| [redacted] | | | | 1 |
| [redacted] | | | | 1 |
| Isabel [redacted] | | | | 1 |
| Kevin [redacted] | | | | 1 |
| Amber [redacted] | | | | 2 |
| Isamar [redacted] | | | | 1 |
| Jaqueem [redacted] | | | | 1 |

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
[redacted]
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey:
https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Jessenia [redacted] | J. Diaz | [redacted] | | 1 |
| Maldi[redacted] | M L O | | | 1 |
| Nely [redacted] | Nely Montero | | | 1 |
| Aurelia [redacted] | AP | | | 2 |
| Shara [redacted] | Shara [illegible] | | | 1 |

Signatures continue on verso

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Cynthia [redacted] | Cynthia Maldonado | [redacted] | 2 | 1 |
| Margaret | | | | 2 |
| Nevae | | | | 1 |
| Yeseni | | | | 1 |
| Jazmi | Yazmine | | | 1 |
| Lourd | | | | 1 |
| Matte | | | | 2 |
| Tanya | Thomas | | | 1 |
| Laur | | | | 1 |
| Veronic | | | | 1 |
| Manu | | | | |
| Jessic | | | | 1 |
| Esperan | | | | 2 |
| Alicia | | | | K 1 |
| Hilda | Hilda Solis | | | 1 |
| Jesse | Desmarie | | | 1 |
| Nan | | | | 2 & 5. |
| Jacquel | | | | 5th |
| Mariela | Mariela Arias | | | 1 |
| Juan | | | | 1 |
| Steph | | | | 1 |
| Jes | Jessica | | | K |
| Jane | | | | 2 1 |
| Kendr | | | | 2nd |
| | | | | |

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
Tel: (212) 534-9667
Fax: (212) 534-6225
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey:

https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Patricia [redacted] | [redacted] | [redacted] | | |
| Arjan [redacted] | [redacted] | | | |
| Cristy [redacted] | [redacted] | | | 2 |
| Zaila [redacted] | Sara Lidman | | | 1 |
| Melanie [redacted] | [redacted] | | | 1 |

Signatures continue on verso

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Carmen [redacted] | | [redacted] | 4 | 1 |
| Melod | | | 3 | 1 |
| Manue | | | | |
| Calvin | | | | |
| Cather | | | | 1 |
| EmmA | Emma Martinez | | | 1 |
| Maribe | Maribel Alberto | | | 2 |
| Orice/ | | | 4 | 1 |
| Denise | | | | 2 |
| Quesn | Quesn | | 4 | 1 |
| Raymund | Raymunda | | | |
| Pablo T | | | | |
| Teresa | Teresa Alonso | | | 7 |
| Monica | Monica | | | 1 |
| Sandra | Sandra | | | 1 |
| Shirel | Shirley | | | |
| Amada | | | | 1 |
| shaneak | | | 2 | 1 |
| Blaury | | | | 2 |
| Elena | Elena Cabo | | 4 | 1 |
| CESAR | | | 4 | 1 |
| Angelic | Angeli Deus | | | 2 |
| Shante | | | | 1 |
| | | | | |
| Jessica | | | | |

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
[redacted]
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey:
https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| [redacted] | | [redacted] | | 1 |
| | Alexa Pineda | | | 1 |
| | | | | 1 |
| | | | | 2 |
| | | | | 1 |

Signatures continue on verso

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Julia [redacted] | | [redacted] | | 2 |
| | | | | 1 |
| | | | | 1 |
| | | | | 1 |
| | | | | 1 |
| | | | | 11 |
| | | | | 1 |
| | | | | 5 |
| | | | | 8 |
| | | | | 3 |
| Kellee | | | | 2 |
| Steven | | | | 2 |
| Khadija | | | | 1 |
| | | | | 1 |
| | | | | 2 |
| | | | | 1 |
| | | | | |
| | | | | 1 |
| | | | | 1 |
| | | | | 1 |
| | | | | 1 |
| | | | | |
| | | | | 1 |
| | | | | 1 |
| | | | | 1 |

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
[redacted]
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey:
https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| JUAN [redacted] | [redacted] | [redacted] | 4 | 2 |
| Valerie | [redacted] | | 4 | 1 |
| Alma | [redacted] | | 4 | 1 |
| RAFAEL | [redacted] | | 4 | 6 |
| Melan | [redacted] | | | 1 |

Signatures continue on verso

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| [redacted] | | [redacted] | | 1 |
| | | | 4 | 1 |
| | | | | 1 |
| | | | | 1 |
| | | | | 1 |
| | | | | 1 |
| | | | | 2 |
| | | | | 1 |
| | | | | 1 |
| | | | | 1 |
| | | | | 1 |
| | | | | 2 |
| | | | | 2 |
| | | | | 1 |
| | | | | 1 |
| | | | | 1 |
| | | | | 1 |
| | | | | 2 |
| | | | | 4 |
| | | | | |
| | | | | 1 |
| | | | | 2 |
| | | | | 1 |
| | | | | 1 |
| | | | | 1 |

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
[redacted]
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey: https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Dulce [redacted] | Dulce Espinal | [redacted] | 4 | 2 |
| Donna | | | 7 | 1 |
| Sarah | | | 4 | 1 |
| Mary | | | 4 | 1 |
| Ricle | | | 4 | 2 |

Signatures continue on verso

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| [redacted] | | [redacted] | | 3 |
| | | | | 1 |
| | | | | 1 |
| | | | | Kindergarten |
| | | | | 1 |
| | | | | 1 |
| | | | | Kindergarten |
| | | | | 1 |
| | | | | 1 |
| | | | | 1 |
| | | | | 1 |
| | | | | 1 |
| | | | | 1 |
| | | | | 1 |
| | | | | 1 |
| | | | | K02 |
| | | | | 1 |
| | | | | 3 |
| | | | | |
| | | | | 4 |
| | | | | 1 |
| | | | | K |
| | | | | K |
| | | | | 1 |
| | | | | 1 |

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
[redacted]
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey:
https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Ebon [redacted] | Ebon | [redacted] | 1 | 2 |
| Eddie | Eddie C | | | 1 |
| Melissa | Melissa Crespo | | | 1 |
| Gabriel | | | | 1 |
| Gisvel | | | | 1 |

Signatures continue on verso

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Aisha [redacted] | Aisha Henry | [redacted] | | 1 |
| NORMA | | | | 1 |
| JAYC | Patricia Durán | | | 1 |
| Nanc | | | | 1 |
| OSCAR | | | | 1 |
| Yese | | | | 1 |
| Julie | | | | 1 |
| Tani | | | | 1 |
| Meli | | | | 1 |
| E.B. | E. Bank | | | 1 |
| JUAN C | | | | 2 |
| Elain | Elaine Machado | | | 1 |
| Ruben | Ruben Acevedo | | | 1 |
| Mari | | | | 1 |
| Chris | C. Reis | | | 1 |
| TAVO | | | | 1 |
| K | | | | 1 |
| Tes | | | | 2 |
| Dani | | | | 3 |
| Cele | | | | 0 |
| ZHIK | | | | 2 |
| Danett | D. White | | | 1 |
| MD | | | | 2 |
| Pia I | Pia Meadows | | | 2 |
| Camil | | | | 1 + 2 |

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
[redacted]
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey:
https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Susa[redacted] | S[redacted] | [redacted] | | 1 |
| Minerva[redacted] | [redacted] | | | 1 |
| Lauren Pa[redacted] | [redacted] | | | 1 |
| Martha VA[redacted] | [redacted] | | | 1 |
| Ludelki[redacted] | Ludelki[redacted] | | | 1 |

Signatures continue on verso

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Asucena [redacted] | | [redacted] | | 1 |
| Maria | | | | 2 |
| Joas | | | | 2 |
| Jinelle | | | | 5 |
| Zita | | | | 3 |
| Jacquel | | | | 2 |
| Kathrini | | | | 1 |
| Adrian | | | | 1TO |
| Esmeral | | | | 5 |
| Evelyn | | | | 1 |
| Sterm | | | | 5 |
| Step | | | | 1st |
| Kevin | | | | 1 |
| Itzel | | | | 2 |
| K.M. | | | | 3 |
| Maria | | | | ~~K~~ 1 |
| Kaitlyn | | | | 1 |
| Yaneli | | | | 1 |
| Armand | | | | 2 |
| Brend | | | | 2 |
| [illegible] | | | | 2 |
| Alba | | | | 1 |
| Martin | | | | 2 |
| Jocki | | | | 2 |
| Emma | | | | 1 |

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
[redacted]
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey: https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Patrice [redacted] | | [redacted] | 10 | 2 |
| Dorza [redacted] | | | 9 | 2 |
| Rosa [redacted] | | | 9 | 3 |
| Marili [redacted] | | | 10 | 4 |
| Leidy [redacted] | | | 10 | 2 |

Signatures continue on verso

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| [redacted] | | [redacted] | | 3 |
| | | | | 2 |
| | | | | |
| | | | 10 | 1 |
| | | | | 2 |
| | | | | 1 |
| | | | 10 | 1 |
| | | | 10 | 2 |
| | | | 10 | 1 |
| | | | | 2 |
| | | | 10 | 1 |
| | | | 10 | 2 |
| | | | 10 | 1 |
| | | | 10 | 1 |
| | | | 10 | 1 |
| | | | | 3 |
| | | | 10 | 1 |
| | | | 10 | 2 |
| | | | 10 | 2 |
| | | | 6 | 2 |
| | | | 6 | 2 |
| | | | | 1 |
| | | | | 1 |
| | | | 5 | 1 |
| | | | 6 | 1 |

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
[redacted]
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey: https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Rosa [redacted] | Rosa | [redacted] | 9 | 1 |
| [illegible] | | | | 2 |
| Wen [redacted] | | | 9 | 1 |
| Leslie [redacted] | | | 9 | 3 |
| Yahai [redacted] | | | 10 | 2 |

Signatures continue on verso

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| [redacted] | | [redacted] | 6 | 1 |
| | | | | |
| | | | 10 | 1 |
| | | | 6 | 1 |
| | | | 10 | 1 |
| | | | 10 | 2 |
| | | | 10 | 1 |
| | | | 6 | 1 |
| | | | 7 | 1 |
| | | | 10 | 2 |
| | | | 6 | 2 |
| | | | 10 | 1 |
| | | | 10 | 1 |
| | | | 10 | 1 |
| | | | 10 | 1 |
| | | | 10 | 1 |
| | | | 10 | 1 |
| | | | 10 | 1 |
| | | | 10 | 1 |
| | | | 10 | 1 |
| | | | 6 | 1 |
| | | | 6 | 1 |
| | | | 10 | 1 |
| | | | 10 FPSEA | 1 |
| | | | 10 | 1 |

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
[redacted]
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey: https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| [redacted] | [redacted] | [redacted] | 16 | 1 |
| Yulianna [redacted] | Yulianna Richard | | 10 | 1 |
| Sol [redacted] | [redacted] | | 10 | 1 |
| Lysnette [redacted] | [redacted] | | 10 | 1 |
| Daniel [redacted] | [redacted] | | 10 | 1 |

Signatures continue on verso

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Rose Laure [redacted] | | [redacted] | 10 | 2 |
| Erica [redacted] | | | 16 | 2 |
| Vieslava [redacted] | | | 7 | 1 |
| Monic [redacted] | | | 10 | 1 |
| Wanda Gr [redacted] | | | 10 | 1 |
| Ariela [redacted] | | | 10 | 1 |
| Christine [redacted] | | | | 1 |
| Zuleika [redacted] | | | 10 | 1 |
| Wanda [redacted] | | | 9 | 2 |
| Juliana [redacted] | | | 10 | 1 |
| Maria [redacted] | | | 9 | 2 |
| Jenny [redacted] | | | 6 | 2 |
| Kelvin [redacted] | | | 6 | 1 |
| Lissa [redacted] | | | | 1 |
| Chanda [redacted] | | | 10 | 1 |
| Zarina [redacted] | | | | 1 |
| Cecilia [redacted] | | | 10 | 1 |
| Edwin [redacted] | Edwin Ventura | | 9 | 1 |
| Victoria [redacted] | | | 9 | 1 |
| Liliana [redacted] | | | 10 | 2 |
| Shamar [redacted] | | | | 1 |
| [redacted] | | | 10 | 2 |
| VALDI [redacted] | | | | 6 |
| Jocel [redacted] | | | | 8 |
| Jessica [redacted] | | | | |

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
[redacted]
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey: https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Mercedes [redacted] | Mercedes Munaya | [redacted] | 10 | 2 |
| Gladys [redacted] | Gladys Mun | | 10 | 2 |
| Maria [redacted] | [redacted] | | 10 | 2 |
| Ariel [redacted] | [redacted] | | 10 | 2 |
| Jonny [redacted] | [redacted] | | | 1 |

Signatures continue on verso

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| [redacted] | | [redacted] | 10 | 1 |
| | | | 10 | 1 |
| | | | 10 | 2 |
| | | | 10 | 2 |
| | | | 10 | 1 |
| | | | | 1 |
| | | | 6 | 1 |
| | | | 6 | 1 |
| | | | | 1 |
| | | | 10 | 6 |
| | | | | |
| | | | | 7 |
| | | | 6 | 2 |
| | | | | 2 |
| | | | 10 | 2 |
| | | | | 1 |
| | | | | 2 |
| | | | | 1 |
| | | | | 2 |
| | | | 10 | 2 |
| | | | 10 | 2 |
| | | | 10 | 1 |
| | | | 10 | 1 |
| | | | | 2 |
| | | | 10 | 1 |

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
[redacted]
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey:
https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Sorelay [redacted] | Sorelay [redacted] | [redacted] | 10 | 1 |
| Deborah [redacted] | Deborah [redacted] | | 10 | 1 |
| JANet [redacted] | Janet Cas | | 10 | 1 |
| Scarlett m [redacted] | Scarlett m Sasa | | 9 | 2 |
| yojaira [redacted] | [redacted] | | 6 | 2 |

Signatures continue on verso

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Mason [redacted] | Mason Romero | [redacted] | 10 | 2 |
| Monique [redacted] | Monique Hamelton | | 10 | 2 |
| Delia [redacted] | Delia R | | 9 | 2 |
| Rose [redacted] | | | 10 | 2 |
| Nalda [redacted] | | | 9 | 3 |
| Ana D [redacted] | Ana Sara Bueler | | 9 | 1 |
| [redacted] | | | 10 | 1 |
| [redacted] | | | 10 | 2 |
| Tania [redacted] | Tania Sicaj | | 9 | 2 |
| Christi [redacted] | | | 10 | 1 |
| Niko [redacted] | Nikoi Cues | | 10 | 1 |
| Carin [redacted] | Carmen de Jesus | | 10 | 1 |
| Tanj [redacted] | Tanj Brown | | 10 | PK-3 |
| Kenne [redacted] | Kenny Bradley | | 6 | 2nd |
| Ale [redacted] | | | 10 | 3 |
| Jessi [redacted] | | | 10 | 2 |
| Jerom [redacted] | Jerome Ayre | | 9 | 2nd |
| Nazel [redacted] | | | 9 | 2nd |
| Josefi [redacted] | Josefina Lonnig | | 10 | 1 |
| Elam [redacted] | | | 6 | 1 |
| Andy [redacted] | | | 6 | 1 |
| Evely [redacted] | | | | 1 |
| Juan [redacted] | | | 3 | 5 |
| Jessi [redacted] | | | | 1 |
| Tusi [redacted] | | | | 1 |

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
[redacted]
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey: https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| [redacted] | | [redacted] | 15 | 3 |
| Wilson [redacted] | | | 10 | 1 |
| Marlen [redacted] | | | 6 | 2 |
| [redacted] | | | 10 | 6 |
| Michelle [redacted] | | | 10 | 2 |

Signatures continue on verso

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Cynethia [redacted] | | [redacted] | 10 | 2 |
| Josh [redacted] | | | 10 | 2 |
| NOLBERTO [redacted] | | | 10 | 2 |
| YALESKA [redacted] | | | 6 | 3 |
| Sanyi [redacted] | | | 10 | 2 |
| Nairobi [redacted] | | | 9 | 1 |
| Patricia [redacted] | Patricia Perez | | 10 | 2 |
| Elsie R [redacted] | | | 10 | 2 |
| Deborah [redacted] | | | 10 | 2 |
| Chrystale [redacted] | | | 10 | 2 |
| Lerdy Ta [redacted] | Lerdy Tavares | | 10 | 1 |
| Manaurys [redacted] | | | 10 | 2 |
| Noramalal [redacted] | | | 10 | 1 |
| Tewabe [redacted] | Te Tewabech Tulu | | 10 | 1 |
| Elizabeth [redacted] | Elizabeth Cedeno | | 10 | 1 |
| Idonilda [redacted] | | | 6 | 2 |
| Ramon Pe [redacted] | | | 9 | 1 |
| Erica [redacted] | | | 10 | 2 |
| Miguel [redacted] | | | 10 | 2 |
| Darline [redacted] | | | 10 | 1 |
| Mare Ma [redacted] | | | 10 | 1 |
| Sheila [redacted] | | | 10 | 1 |
| Crystal [redacted] | | | 10 | 1 |
| Hebet [redacted] | | | 10 | 2 |
| Jodi-An [redacted] | | | 10 | 1 |

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
[redacted]
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey:
https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Melba [redacted] | Melba [redacted] | [redacted] | | 3 |
| [redacted] | | | | 1 |
| Marfred [redacted] | | | | 1 |
| Alma [redacted] | | | | 2 |
| Shirley [redacted] | Shirley [redacted] | | | 3 |

Signatures continue on verso

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Arlene [redacted] | | [redacted] | | 3, 6, |
| Alexand | | | | 8 |
| Carm | | | | 2 |
| Samanth | S. Alexander | | | 2 |
| Viola | | | | 2 |
| Josep | Joseph Healy | | | 1 |
| Angelyn | | | | 3 |
| Janais | | | | 2 |
| Rosari | | | | 2 |
| Houssai | | | | 2 |
| Angela | | | | 2 |
| Tania | | | | 3 |
| Cristin | | | | 2 |
| Elizabe | Elezabet Rivera | | | 1 |
| ARjanit | | | | 2 |
| ANENK | | | | 2 |
| Dawn M | | | | 2 |
| Yamil Co | | | | 1 |
| Cheryl | | | | 1 |
| Rosal | K Villafane | | | 3 |
| Juni | | | | 5 |
| Jeanette | Jeanette abreu | | | 3 |
| Alejandra | | | | 2 |
| Wendy | | | | 2. |
| Gloria | | | | 2 |

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
[redacted]
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey: https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Mia [redacted] | M.M. | [redacted] | 10 | 1 |
| Jun [redacted] | | | 9 | 1 |
| Rafaela [redacted] | | | 10 | 3 |
| Yvette [redacted] | | | 7 | 2 |
| STEPHANIE [redacted] | | | 10 | 2 |

Signatures continue on verso

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| [redacted] | | [redacted] | 10 | 1 |
| | | | 10 | 1 |
| | | | 10 | 1 |
| | | | | 2 |
| | | | 10 | 1 |
| | | | 10 | 1 |
| | | | 10 | 1 |
| | | | 6 | 1 |
| | | | 6 | 2 |
| | | | 10 | 2 |
| | | | 10 | 2 |
| | | | 10 | 1 |
| | | | 10 | 1 |
| | | | 10 | 1 |
| | | | 10 | 2 |
| | | | 10 | 2 |
| | | | 10 | 1 |
| | | | 10 | 2 |
| | | | 10 | 2 |
| | | | | |
| | | | 10 | 1 |
| | | | 10 | 1 |
| | | | 10 | 1 |
| | | | 10 | 1 |
| | | | 10 | 2 |

220 East 106th Street
New York, NY 10029
[redacted]
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey:

https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Consuelo [redacted] | Consuelo Mena | [redacted] | 9 | 2 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Signatures continue on verso

| N | [redacted] | Signature | [redacted] | CSD | # school-aged children |
|---|---|---|---|---|---|
| Sorge | | | | 10 | |
| Yesenia | | | | 10 | 2 |
| Hilda | | | | 10 | 2 |
| Miguel | | | | 10 | 2 |
| Krystal | | | | 10 | 2 |
| Yanire | | | | 10 | 1 |
| Ceylate | | | | 9 | 1 |
| Michell | | | | 10 | 1 |
| Ivan | | | | 10 | 1 |
| Yanira | | | | 10 | 1 |
| Krystal | | | | 10 | 1 |
| Benia | | | | 10 | 1 |
| Kather | | | | 10 | 2 |
| Tina | | | | 10 | 2 |
| Janelle | | | | 9 | 1 |
| Tiffany | | | | 7 | 2 |
| Arnell | | | | 10 | 2 |
| Arelis | | | | 10 | 2 |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
[redacted]
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey:
https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Ciarra [redacted] | Ciarra Antonetty | [redacted] | | 1 |
| Christina [redacted] | Christina Collazo | | | 3 |
| Janet [redacted] | | | | 1 |
| Dicia [redacted] | | | | 3 |
| Frances [redacted] | | | | 1 |

Signatures continue on verso

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| [redacted] | | [redacted] | | 2 |
| Jacqueline [redacted] | | | | 01 |
| Angelica [redacted] | | | | 3 |
| Angela [redacted] | | | | 2 |
| Stéphanie [redacted] | | | | 2 |
| [redacted] | | | | 2 |
| [redacted] | | | | 4 |
| KyiSSA [redacted] | | | | 3 |
| Larry [redacted] | | | | 2 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
[redacted]
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey: https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| [redacted] | TRISHA CHIRIBOGA | [redacted] | | 2 |
| Daniel [redacted] | | | | 1 |
| [redacted] | | | | 1 |
| [redacted] | Christopher Diercksen | | | 1 |
| Jasmine [redacted] | | | | 3 |

Signatures continue on verso

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| JAYA T [redacted] | [redacted] | [redacted] | | 1 |
| Heather [redacted] | [redacted] | | | 4 |
| Kelliann [redacted] | [redacted] | | | 2 |
| Bailey R [redacted] | [redacted] | | | 1 |
| Chris [redacted] | [redacted] | | | 1 |
| Khri [redacted] | [redacted] | | | 0 |
| Barbara [redacted] | [redacted] | | | 2 |
| Mary M [redacted] | [redacted] | | | 2 |
| [redacted] | [redacted] | | | 1 |
| ALEXIS Ca [redacted] | [redacted] | | | 1 |
| Harold [redacted] | [redacted] | | | 0 |
| Rudy C [redacted] | [redacted] | | | 2 |
| Nelida [redacted] | [redacted] | | | 3 |
| Yolanda [redacted] | [redacted] | | | 1 |
| China C [redacted] | [redacted] | | | 3 |
| LaNiqu [redacted] | [redacted] | | | 2 |
| Natasho [redacted] | [redacted] | | | 2 |
| Cynthi [redacted] | [redacted] | | | 2 |
| Mona [redacted] | [redacted] | | | 1 |
| Patric [redacted] | [redacted] | | | 1 |
| Danie [redacted] | [redacted] | [redacted] | | 1 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
[redacted]
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey:

https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Ria [redacted] | | [redacted] | 6 | 2 |
| Melissa [redacted] | | | 6 | |
| [redacted] | | | | 0 |
| Sandra [redacted] | | | 7 | 2 |
| Carlos [redacted] | | | 7 | 2 |

Signatures continue on verso

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| [redacted] | | [redacted] | | 17 & 13 |
| | | | | 12, 16, 17 |
| | | | | N/A |
| | | | | N/A |
| | | | | N/A |
| | | | | 2 |
| | | | | 2 |
| | | | | 3 |
| | | | | 0 |
| | | | | 0 |
| | | | | 1 |
| | | | | 0 |
| | | | | 3 |
| | | | | |

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
[redacted]
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey:
https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | [redacted] | CSD | # school-aged children |
|---|---|---|---|---|
| [redacted] | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Signatures continue on verso

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| [redacted] | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | 1 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | |

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
[redacted]
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey: https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Travis [redacted] | | [redacted] | | |
| Pol one [redacted] | | | | 3 |
| Simon [redacted] | | | | |
| Jeremy [redacted] | | | | |
| Karen [redacted] | | | | 2 |

Signatures continue on verso

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Adrianna [redacted] | adrianna Pacone | [redacted] | WV | |
| Delisa [redacted] | Delisa Harper | | WV | |
| | | | | |
| | | | | |
| | | |

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
[redacted]
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey:

https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| USG [redacted] | | [redacted] | | 0 |
| Karen [redacted] | | | | 6 |
| Kadara [redacted] | | | | 3 |
| Tremaine [redacted] | | | | 3 |
| | | | | |

Signatures continue on verso

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| [redacted] | | [redacted] | 1 | 1 |
| | Pamela Patrick | | | 1 |
| | | | | 1 |
| | | | | 2 |
| | | | | 2 |
| | | | | 1 |
| | | | | 2 |
| | Roxana B | | | 2 |
| | | | | 2 |
| | | | | 1 |
| | a. Tayares | | | 2 |
| | ashley | | | 0 |
| | | | | 0 |
| | | | | 4 |
| | Jamesh Lewis | | | 2 |
| | Nyeesh Canty | | | 3 |
| | | | | 2 |
| | | | | 2 |
| | | | | 0 |
| | | | | 0 |
| | | | | |
| | | | | |
| | | | | |
| | Yasmin Christian Ahent | | | 1 |

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
[redacted]
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey: https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Elizabeth [redacted] | [signature] | [redacted] | | |
| Sonia [redacted] | [signature] | | | |
| Abigail [redacted] | [signature] | | | |
| | | | | |
| | | | | |

Signatures continue on verso

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
[redacted]
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey: https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Maritza [redacted] | | [redacted] | | |
| Elis [redacted] | | | | |
| Lucy [redacted] | | | | |
| Lisa [redacted] | | | | |
| Andrs [redacted] | | | | |

Signatures continue on verso

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
Tel: (212) 534-9667
Fax: (212) 534-6225
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey:

https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| [redacted] | | | | |
| [redacted] | | | | |
| | | | | |
| [redacted] | | | | |
| [redacted] | | [redacted] | | |

Signatures continue on verso

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
Tel: (212) 534-9667
Fax: (212) 534-6225
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey:
https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Sandra [redacted] | [redacted] | [redacted] | 1 | 1 |
| Matt [redacted] | [redacted] | | | 0 |
| Rachel [redacted] | [redacted] | | 6 | 0 |
| [redacted] | [redacted] | | | 0 |
| [redacted] | [redacted] | | 1 | 0 |

Signatures continue on verso

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
Tel: (212) 534-9667
Fax: (212) 534-6225
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey:
https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Grenny [redacted] | | [redacted] | | |
| William [redacted] | | | | |
| Jose [redacted] | J.P | | | |
| | | | | |
| | | | | |

Signatures continue on verso

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
Tel: (212) 534-9667
Fax: (212) 534-6225
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8 The school will *provide the students with an academically rigorous and well-round education, along with strong character development, that will enable them to prosper in their educational care.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Forei Language | Offer a curriculum in the core subjects that is challenging, explo atory, integrative and relevant. |
| 90 minutes of Litera instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math truction a day | Maintain a low student to teacher ratio |
| 90 minutes of science struction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social st ies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction any/all of the following: art, music, physical educatio and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in Septem er of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schoo are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selectio is by lottery. To learn more and give us feedback, take our survey: https://www.surveymonkey.co /r/ambermiddleschool

the undersigned agree with he statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| [redacted] | | [redacted] | | 2 |
| | | | | 2 |
| | | | | 0 |
| | | | | 2 |
| | | | | 11 |

Signatures continue on verso

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| [redacted] | | [redacted] | | |
| | | | | |
| | | | | |
| | |

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
Tel: (212) 534-9667
Fax: (212) 534-6225
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey:

https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| SERENA [redacted] | | [redacted] | | 1 |
| Daniel | | | | 1 |
| Catalina | Catalina Ventura | | | 1 |
| Jennife | | | | 1 |
| | | | | |

Signatures continue on verso

AMBER CHARTER SCHOOL

Ms. Rose

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey: https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Jorge [redacted] | | [redacted] | | 5 Kindergarten |
| Bri | | | | |
| Dené | | | | 3 |
| Aolani | Aolani | | | 3 |
| Jani | | | | 4 |

Signatures continue on verso

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Susan [redacted] | | [redacted] | | 4 |
| Rafael [redacted] | Rafael Batlot | | | 1 |
| Shanice [redacted] | | | | 1 |
| Christopher [redacted] | | | | 1 |
| Cruz [redacted] | | | | 2 |
| Richard [redacted] | | | | 2 |
| Jenny Mer [redacted] | | | | 1 |
| Maira [redacted] | | | | 2 |
| Lorena [redacted] | Lorena Leon | | | 3 |
| Ana [redacted] | Ana Pavon | | | 3 |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
Tel: (212) 534-9667
Fax: (212) 534-6225
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey: https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Prisleidy [redacted] | [signature] | [redacted] | 6 | 2 Childs |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Signatures continue on verso

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
Tel: (212) 534-9667
Fax: (212) 534-6225
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey:

https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| [redacted] | [redacted] | [redacted] | 6 | 2 |
| [redacted] | [redacted] | | 6 | 1 |
| [redacted] | [redacted] | | 6 | 1 |
| [redacted] | [redacted] | | 6 | 1 |
| [redacted] | [redacted] | | 6 | 2 |

Signatures continue on verso

6

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| [redacted] | | [redacted] | 6 | 2 |
| | | | 6 | 1 |
| | | | 6 | 3 |
| | | | 6 | 2 |
| | | | 6 | 1 |
| | | | 6 | 2 |
| | | | 6 | 1 |
| | | | 10 | 2 |
| | | | 10 | 1 |
| | | | 10 | 2 |
| | | | 10 | 2 |
| | | | 6 | 2 |
| | | | 10 | 3 |
| | | | 6 | 4 |
| | | | 6 | 2 |
| | | | 10 | 1 |
| | | | 6 | 2 |
| | | | 6 | 1 |
| | | | 6 | 3 |
| | | | 66 | 2 |
| | | | 6 | 2 |
| | | | 6 | 1 |
| | | | 6 | 1 |
| | | | 10 | 2 |
| | | | 10 | 3 |

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
Tel: (212) 534-9667
Fax: (212) 534-6225
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey:

https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| [redacted] | | [redacted] | 6 | |
| Emma R | | | 6 | |
| Amari A | | | | |
| Riva | | | | |
| Josh | | | | |

Signatures continue on verso

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| [redacted] | | [redacted] | 6 | 1 |
| | | | 6 | 1 |
| | | | 6 | 1 |
| | | | 6 | |
| | | | 10 | 3 |
| | | | 6 | 1 |
| | | | 6 | 0 |
| | | | 6 | 0 |
| | | | 6 | 0 |
| | | | 6 | 2 |
| | | | 6 | 2 |
| | | | 6 | 0 |
| | | | 6 | 0 |
| | | | 6 | |
| | | | 6 | 2 |
| | | | 6 | |
| | | | 6 | 1 |
| | | | 6 | 1 |
| | | | 6 | 1 |
| | | | 6 | 1 |
| | | | 6 | 3 |
| | | | 6 | 2 |
| | | | 6 | |
| | | | 6 | 0 |
| | | | 6 | |

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
Tel: (212) 534-9667
Fax: (212) 534-6225
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey:

https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Liz [redacted] | | [redacted] | 10 | 0 |
| Adriana [redacted] | | | 10 | 2 |
| Victor R[redacted] | | | 6 | 0 |
| Chast[redacted] | | | 6 | 2 |
| [redacted] | | | 6 | 2 |

Signatures continue on verso

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| Christina [redacted] | C. Guadalupe | [redacted] | 6 | 2 |
| KAREN [redacted] | [signature] | | 10 | 0 |
| Wendy [redacted] | Wendy Santiago | | 6 | 1 |
| Sharina [redacted] | Sharina H | | 6 | 0 |
| Argentina [redacted] | Argentina Cruz | | 6 | 0 |
| Yesenia [redacted] | Yesenia Reyes | | 6 | 1 |
| Roberto [redacted] | Robert Ramos | | 6 | 0 |
| Melina [redacted] | Melinda Jaly | | 6 | 4 |
| Maryan [redacted] | Mary | | 6 | 2 |
| Zobeida [redacted] | [signature] | | 6 | 1 |
| OSIRIS [redacted] | [signature] | | 6 | 0 |
| Ana [redacted] | Ana Iris Ventura | | 6 | 2 |
| Miguel [redacted] | Miguel Sanchez | | 6 | 0 |

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
Tel: (212) 534-9667
Fax: (212) 534-6225
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey:
https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| | | [redacted] | | |
| Edgar [redacted] | | | | |
| Manuel [redacted] | Manuel | | | 3 |
| Milagros [redacted] | | | | |
| | | | | |

Signatures continue on verso

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| NANCY [redacted] | | [redacted] | | |
| Sujeiry [redacted] | | | | |
| Felipe [redacted] | | | | 2 |
| Vilma [redacted] | Vilma Jimenez | | | 732 |
| Transito [redacted] | | | | |
| Rosenda [redacted] | | | | 3 |
| Rosa [redacted] | | | | 4 |
| Anna [redacted] | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

AMBER CHARTER SCHOOL

220 East 106th Street
New York, NY 10029
Tel: (212) 534-9667
Fax: (212) 534-6225
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey:
https://www.surveymonkey.com/r/ambermiddleschool

We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| [redacted] | [redacted] | [redacted] | 6 | 1 |
| Kimberly [redacted] | [redacted] | | 6 | 2 |
| NORIS [redacted] | [redacted] | | 6 | 2 |
| Kamil [redacted] | [redacted] | | 6 | 1 |
| [redacted] | [redacted] | | 6 | 0 |

Signatures continue on verso

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| [redacted] | [redacted] | [redacted] | 6 | 2 |
| [redacted] | [redacted] | [redacted] | 6 | 1 |
| [redacted] | [redacted] | [redacted] | 4 | 1 |
| [redacted] | [redacted] | [redacted] | 6 | 2 |
| | | | | |
| | | | | |
| | | | |

AMBER CHARTER SCHOOL
Fax: (212) 534-6225
www.ambercharter.org

# AMBER MIDDLE SCHOOL

## PETITION

Please sign the petition below in regards to:

**Amber Charter School** with locations at 220 East 106 Street and 3120 Corlear Avenue announces its intention to create a new charter school in CSD #6 serving K-8. The school will *provide the students with an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in their educational career.*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

The goal is to open in September of 2020 with Kindergarten, first grade, fifth grade and sixth grade and eventually grow to eighth grade. Charter Schools are public, non-for-profit entities legislated and funded through the State of New York. Admission is open and selection is by lottery. To learn more and give us feedback, take our survey:
https://www.surveymonkey.com/r/ambermiddleschool

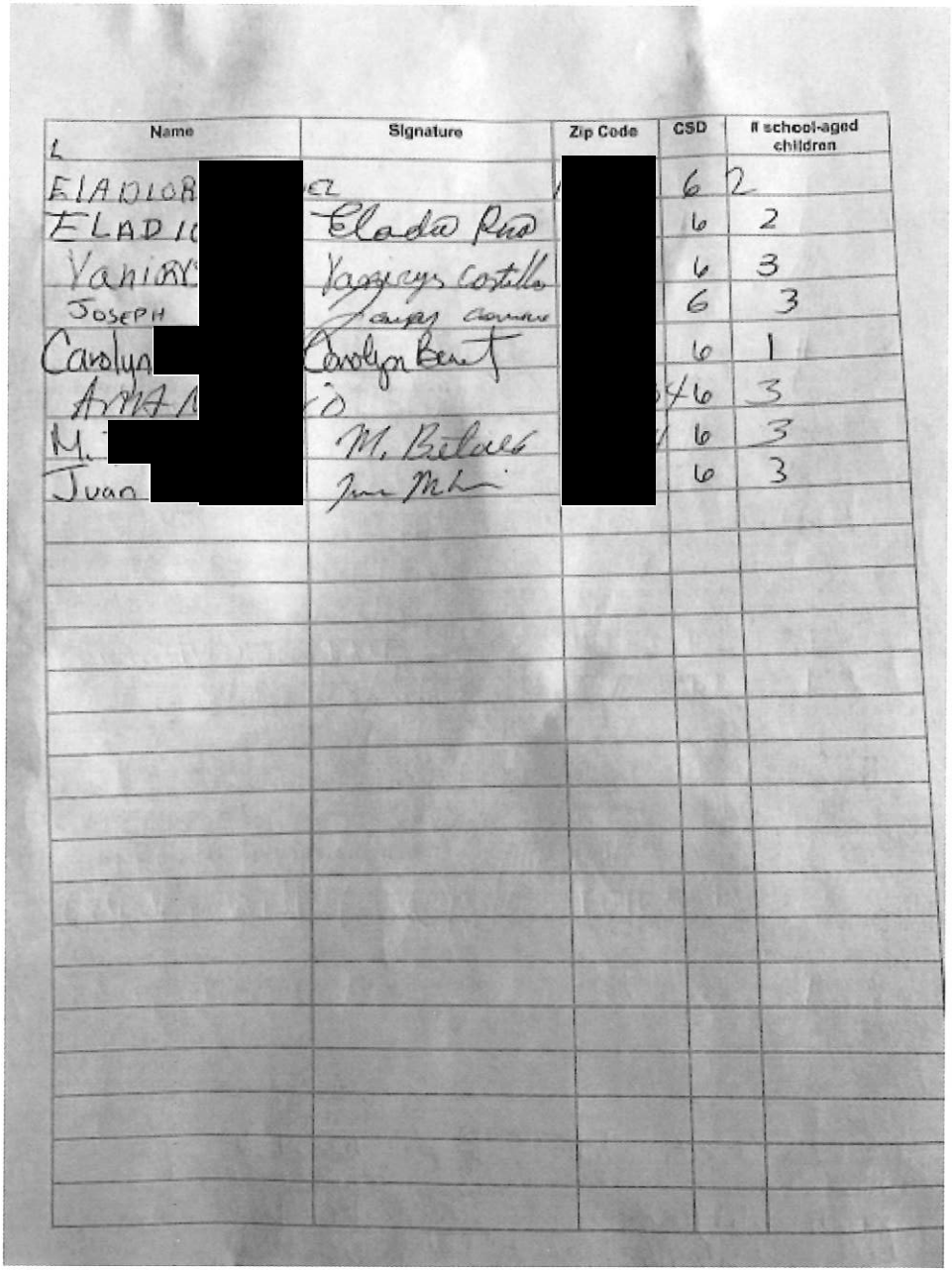
We the undersigned agree with the statements above and fully support the opening of a new charter school in CSD # 6.

| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| melissa [redacted] | [signature] | [redacted] | 6 | 3 |
| Elvis [redacted] | [signature] | | 6 | 3 |
| Jason [redacted] | [signature] | | 6 | 2 |
| Maris [redacted] | [signature] | | 6 | 2 |
| NORMA [redacted] | [signature] | | 6 | 2 |

Signatures continue on verso

image1.jpeg

https://mail.google.com/mail/u/0/?tab=cm#inbox?projector=1&messagePartId=0.1



| Name | Signature | Zip Code | CSD | # school-aged children |
|---|---|---|---|---|
| ELADIO R | | | 6 | 2 |
| ELADIO | Eladio Rod | | 6 | 2 |
| Vanessa | Vanessa Castillo | | 6 | 3 |
| JOSEPH | | | 6 | 3 |
| Carolyn | Carolyn Bent | | 6 | 1 |
| ANNA | | | 6 | 3 |
| M | M. Bellas | | 6 | 3 |
| Juan | | | 6 | 3 |



https://mail.google.com/mail/u/0/?tab=cm#inbox?projector=1&messagePartId=0.2

**f. Evidence of Student Demand**

Submit documents that provide evidence of demand for the school (e.g., petitions that clearly indicate signers have students of age to enroll in the school and would consider enrolling them in the school, etc.).

NOTE: If evidence of community outreach, support, and/or demand overlaps, it is not necessary to duplicate documents. Describe how any specific evidence of one demonstrates evidence of another in the applicable narrative description.

In **R-01ac – Community Description and Proposed School Impact**, we describe both the overwhelming interest in the existing Amber Charter Schools, as evidenced by the significant numbers of applications and long waitlists for available seats. Student demand is also demonstrated in the overutilization of traditional public schools in CSD 6, particularly the K-8 models.

Further, as noted in R-04abc, 96% of survey respondents expressed that they would apply for seats at Amber Charter School III and we have, thus far, collected 1060 petition signatures, which are attached (**R-04f**).

## 5. Enrollment

### a. Enrollment Plan

Provide a narrative description of the following aspects of the school's enrollment plan including:
• The extent to which the proposed charter school's grade configuration aligns with the school district of location and how any misalignment may impact the school;
• Any differences in eligible or minimum age in the same grades between the proposed charter school and district schools;
• The pattern of growth over the charter term including anticipated student attrition, the rationale for the attrition rate, and plans to replace or limit the intake of students;
• A statement about any growth that the applicants may seek in a future charter period if the school is renewed; and
• A statement regarding whether the school might seek to apply for a full-day universal pre-K program. NOTE: Pre-K applications are handled by the school district of location or NYSED and cannot be submitted until the charter is approved.

Amber Charter Schools have a long record of strong community interest and involvement. Both our deep commitment to our current elementary students in Kingsbridge and East Harlem, and our eagerness to serve another high need district inform the enrollment plans and strategies for Amber Charter School III. Amber Charter Schools now receive about four applications for every available seat, and its student retention rates have been consistently strong. Our intention is to create a third close-knit school community yet scale considerably, to serve twice as many students and grades than Amber Charter School East Harlem and Kingsbridge does. We will successfully maintain an atmosphere where all students and families are known and served well.

**Enrollment Plan and Rationale**

Amber Charter School III will open in 2020-21, enrolling 400 students total in year 1- 100 students each in kindergarten, and grades 1, 5 and 6 and growing to serve kindergarten through eighth grade by year 4 (2023-24).

- At the elementary level, the school will grow to serve K-4th graders, backfilling open seats in K, 1st, and 2nd grades only. Second grade enrollment is at 95 instead of 100 based on years of prior experience that reflects challenges in backfilling that grade. Overall, no attrition is expected in those grade levels. Attrition is expected to be around 10-11% in grades 3 and 4.
- At the middle school level, Amber Charter School III will grow to serve 5th-8th graders.
    - We expect the majority of Amber Charter School Kingsbridge rising 5th graders to apply for seats at Amber Charter School III (in year 1 approximately 30, in years 2-5, approximately 50), since it is in close proximity to Washington Heights/Inwood. If this Amber Charter School III charter application is approved, we intend to submit a request for a material change, to revise the grades served at Amber Charter School Kingsbridge from K-5 to K-4.
    - Every year, we expect about 70% of our Amber Charter School East Harlem rising 6th graders (approximately 45 of 65) to apply for seats at Amber Charter School III. Although interest in a middle school option is currently very strong, we also understand that distance may be a factor for these families.
    - To ensure we have adequate seats both for students from Amber Charter Schools and for those who reside in CSD 6, we increased 5th grade by 25 seats starting in year 2 to equal a total of 125 and increased 6th grade by 25 seats starting in year 3 to equal a total of 125. Further, by year 5, as we retain our Amber Charter School III elementary students, we will need seats for them through middle school. 125 should meet the

needs of approximately 70 Amber Charter School III and 50 Amber Charter School Kingsbridge students.
- We expect approximately 10% attrition in 3rd, 4th, 7th and 8th grades, a conservative estimate.

Amber Charter School III will maintain small classes - 25 students or less - which will allow for a low teacher/student ratio. As elementary students are promoted beyond grade 2, they will experience slight reductions in class sizes, as a result of attrition. This design will allow for even more targeted differentiation and student-directed work as they get older and are required to complete even more complex, rigorous work. A similar pattern will happen in the middle grades; we will fill open seats in grades 5 and 6 and expect some attrition in grades 7 and 8.

In addition, this enrollment plan assures financial stability for the school, particularly in its first three years of operation, when we will avoid the negative budgetary impact of even one unfilled seat. During these years, the Amber Charter Schools Board of Trustees will closely monitor enrollment trends, and plan accordingly to make adjustments in the budget and development efforts to address any potential shortfall preemptively.

**Grade Configuration Alignment with District**
As described in Response 01, the majority of the NYC DOE schools in CSD 6 that are most similar in structure to Amber Charter School III are the eight K-8 models. Although these schools demonstrate encouraging (but not stellar) academic performance on the average, almost all are overcrowded. If local families seeking a similar K-8 design decide to enroll their children at Amber Charter School III, this could actually ease rather than strain those schools. The other 29 schools, as previously noted, are particularly poor performing, with almost half of the K-5 schools also identified as over-utilized.

**b. Target Population Enrollment**
Explain how the school will meet or exceed the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and FRPL students. The response should:
• Cite the proposed school's enrollment and retention targets as determined through the enrollment and retention calculator found here: www.newyorkcharters.org/operate/existing-schools/enrollment-retention/;
• Articulate the recruitment strategies the school will employ to attract each target population to the school (including outreach to parents in the community for whom English is not their primary language);
• Describe any at-risk admissions factors, set-asides, or "preferences" the school would offer to increase the likelihood of enrolling targeted students;
• Provide a brief explanation of the efforts, resources, structures, or programs that the school will employ to retain these students and how the school will monitor the efficacy of such efforts including disaggregation of student performance data for each subgroup;
• Note that including preferences beyond one extra weight (ticket) in the lottery may make the proposed school ineligible to receive federal Charter School Program ("CSP") grant funding. CSP grant funding in New York is currently in transition. The New York State Education Department ("NYSED") is expected to provide information about CSP grant changes in the future. See Appendix A and the Guidance Handbook for further information; and,
• Any replicator that is not currently meeting targets at any of its schools must provide an explanation as to why the targets are not being met, efforts made to meet the targets, and what new strategies will be employed to meet the targets.

NOTE: Presenting a plan to recruit and retain target populations is a minimum statutory requirement. For further information refer to the Guidance Handbook.

The school's goal is to retain all students from one year to the next, while anticipating a small yet inevitable amount of student attrition each year as a result of geographic mobility and other factors beyond the school's control. We will fill vacant seats within our kindergarten, first and second grade cohorts to ensure that those grades are at their maximum allowed enrollment, and after year 2, apply the same strategy to grades 5 and 6. In order to maintain school culture, we will not replace students who depart the school in grades 3-4 and 7-8.

**Target Populations**
Amber Charter School III is committed to educating a student population that mirrors that of CSD 6. With an enrollment of 923 K-8 students at full scale, Amber Charter School III, as determined by the SUNY CSI enrollment and retention calculator, will strive to enroll at least 90.5% (838) students who are economically disadvantaged, 35.7% (330.2) English language learners, and 15.6% (144.2) students with disabilities. Retention targets include 91.7% (768.5) of students who are economically disadvantaged, 92.5% (305.5) of English language learners and 92.7% (133.7) of students with disabilities.

Our outreach efforts, as described in **R-04a**, have identified a number of venues through which we will recruit students, and we will build upon the momentum of this outreach to identify new venues as we continue to build relationships across the community. We have leveraged existing and built new relationships with leaders of many churches and community organizations that provide programming for youth and families. We intend to employ a multi-faceted approach to recruit students in varied locations where families visit frequently.

We will also create a regular presence in the community by setting up a table and meeting casually with families in venues including the local libraries, playgrounds, street fairs and community organizations willing to host us. As we have done with our community outreach thus far, we will do part of our family outreach on street corners, where all families in our community, regardless of income or home language, will be able to find us and learn about Amber Charter School III. We will host and publicize information sessions to build awareness of our school and welcome families for further discussion with the Amber Charter Schools team. We will also ask community partners to help us identify opportunities in their programs to speak with parents and to spread the word with the parents they meet in their work. We will ensure that a Spanish-speaking volunteer or staff member is available during our outreach work, and we will also create promotional materials for the school in all the likely home languages of our students, so that all families can access information about our school for their children. It is important to us to attract a student population reflective of the neighborhood’s demographics, and we believe that these strategies in building our presence will equally reach families with low incomes, families of children with special needs, and families of English language learners.

The relationships we build with families and the academic success our students will experience will be our primary methods of retention. We will begin by seeking to listen to families at least as much as we talk in our initial outreach, and we will continue to communicate with families from the time that we recruit them through their child’s matriculation at our school. Just as we have at Amber Charter School East Harlem and Kingsbridge, teachers and leaders will communicate with parents and caregivers routinely in person, on the phone, at events and at meetings.

For our middle school students in particular, our advisory program (described in **R-10a - School Culture**) will be a critical factor, fostering connectedness and communication, while supporting academic and social development. One advisor will work with 10-15 students daily, either providing community-building, social-emotional development and academic monitoring and mentoring to 5th or 6th graders or supporting high school readiness and articulation and exposure to college, as well as facilitating the exploration, placement and related reflection and learning of internships for 7th and 8th graders. The partnerships we build with families - on the teacher, leader and advisor levels - will provide frequent touchpoints for communication, which, we posit, will prevent attrition by creating opportunities to address challenges early.

As part of our accountability to the board of trustees and to the public, Amber Charter School III and Amber Charter Schools SST leaders will regularly provide a dashboard on our students' level of academic achievement across a number of measures and using a number of assessment tools, and all data will be transparently disaggregated by subgroup, including for students who are receiving special education services and those that are designated as English language learners. We will also do this cumulatively at the end of each academic year, using the formative and summative results to continuously inform us as to the strengths and challenges of our school and to continuously improve our program for all students and families

### c. Student Enrollment Table

Complete the student enrollment table provided in the budget template and include a copy of it here.

**Amber Charter School III**
**Enrollment 2020-2025**

| CHARTER ENROLLMENT BY GRADE | | | | | | | |
|---|---|---|---|---|---|---|---|
| **GRADES** | **LEVEL** | **2020-21** | **2021-22** | **2022-23** | **2023-24** | **2024-25** | **AGE RANGE** |
| Kindergarten | Elementary School | 100 | 100 | 100 | 100 | 100 | 4-5 |
| 1st Grade | Elementary School | 100 | 100 | 100 | 100 | 100 | 5-6 |
| 2nd Grade | Elementary School | 0 | 95 | 95 | 95 | 95 | 6-7 |
| 3rd Grade | Elementary School | 0 | 0 | 86 | 86 | 86 | 7-8 |
| 4th Grade | Elementary School | 0 | 0 | 0 | 77 | 77 | 9-10 |
| 5th Grade | *Middle School* | 100 | 125 | 125 | 125 | 125 | 10-11 |
| 6th Grade | Middle School | 100 | 100 | 125 | 125 | 125 | 11-12 |
| 7th Grade | Middle School | 0 | 90 | 90 | 113 | 113 | 12-13 |
| 8th Grade | Middle School | 0 | 0 | 81 | 81 | 102 | 13-14 |
| 9th Grade | High School | 0 | 0 | 0 | 0 | 0 | |
| 10th Grade | High School | 0 | 0 | 0 | 0 | 0 | |
| 11th Grade | High School | 0 | 0 | 0 | 0 | 0 | |
| 12th Grade | High School | 0 | 0 | 0 | 0 | 0 | |
| Ungraded | | 0 | 0 | 0 | 0 | 0 | |
| TOTAL | | 400 | 610 | 802 | 902 | 923 | |

**d. Admissions Policy**

Describe the admissions policy for the school including any at-risk designations or set- asides, and how the school intends to apply the statutory preferences for returning students, siblings, students residing in the school district or CSD of location of the charter school, and employees of the education corporation or CMO (up to a 15% set aside) in accordance with the Act.
Further Institute guidance relating to school admissions, including a new employee and CMO employee preference, is available at: www.newyorkcharters.org/applications- admissions-materials/.

***Anti-Discrimination Criteria and Allowable Admission Preferences***

Amber Charter School III is nonsectarian and does not discriminate in admissions, educational programs, or employment against any individual on account of that individual's sex, race, color, religion, age, sexual orientation, handicap or national or ethnic origin. Additionally, admission to the school shall not be limited on the basis of a student's intellectual ability, measures of achievement or aptitude, athletic ability or disability. Any child who is qualified under the laws of New York State for admission to a New York City public school is qualified for admission to the school. A child entering kindergarten must be five years of age by December 31st of the same year.

***Scheduled Application and Enrollment Period***

The application process begins when a parent or guardian completes an application form. A bilingual representative is present at all parent meetings and open houses to assist parents in filling out the admission application, as well as by phone to respond to parent questions and/or concerns. In addition, applications are provided in Spanish for parents who feel more comfortable submitting applicant information in Spanish. It will provide the school with basic information about their child, such as name, address, date of birth and number of siblings applying to the school. All applications must be received on or before the application deadline. Once received, the application will be time-stamped, photocopied to a separate secured file, and entered into a database. All information provided on the application will be verified with the applicant's family, in particular the student's age, address, and sibling status.

The school shall offer to eligible students each year the opportunity to enroll within a week of the application deadline of April 1st, unless the number of applications exceeds the capacity of the grade level or building. In such cases, students shall be accepted from among applicants by a lottery, allowing that enrollment preference will be given to pupils as stated below in Lottery Enrollment Preference.

***Lottery Process***

The lottery will be held within a week of the application deadline. The date, time and location of the lottery will be publicly noticed, consistent with Public Officers Law § 104. The lottery criteria (or chances) will be shared with applicants before the lottery takes place and will be included on the admissions application as well. The lottery is open to the public and an impartial guest is invited to witness the proceedings.

The eligible applicants are notified within 48 hours of their acceptance or position on the waitlist via email, letter, phone call, or posting to Amber Charter School III's website. The waiting list is valid for the academic school year.

## Lottery Enrollment Preferences

**Year 1:**

*5th and 6th grades:*

1. *For 5th grade: Students who are currently enrolled at Amber Charter School Kingsbridge as 4th graders (and would be categorized as "returning students," as they are already enrolled in a school within the Amber Charter Schools EdCorp).*
2. *For 6th grade: Students who are currently enrolled Amber Charter School East Harlem as 5th graders (and would be categorized as "returning students," as they are already enrolled in a school within the Amber Charter Schools EdCorp).*
3. *Students who have a sibling who has already been drawn for an available seat.*
4. *Students residing within the community school district of location.*

*Kindergarten and 1st grades:*

1. Students who have a sibling who has already been drawn for an available seat.
2. Students who are residing within the community school district of location.

**Years 2-5 (**following the primary preference for re-enrolled Amber Charter School III students who complete and submit the Intent to Return form):

*5th and 6th grades:*

1. *Students who have a sibling already attending Amber Charter School III.*
2. *For 5th grade: Students who are currently enrolled at Amber Charter School Kingsbridge as 4th graders (and would be categorized as "returning students," as they are already enrolled in a school within the Amber Charter Schools EdCorp).*
3. *For 6th grade: Students who are currently enrolled at Amber Charter School East Harlem as 5th graders (and would be categorized as "returning students," as they are already enrolled in a school within the Amber Charter Schools EdCorp).*
4. *Students who have a sibling who has already been drawn for an available seat.*
5. *Students who are residing in the community school district of location.*

*Kindergarten, 1st, and 2nd grades: (Year 3: K-3, 7 / Year 4 & 5: K-4, 7-8)*

1. Students who have a sibling already attending Amber Charter School III.
2. Students who have a sibling who has already been drawn for available seat.
3. Students who are residing within the community school district of location.

All students in a selection group will be selected randomly before any student will be drawn from the next selection group. We will use the draw order of applicants after all students have been drawn and the number of seats to be filled via the lottery to determine whether students are admitted and, if not, the order of the waitlist.

## Explanation of Lottery Enrollment Approach

**Re-Enrollment**
As is standard practice, the school will disseminate an Intent to Return form to all students in the spring of each year. The form will ask parents to indicate if their child will be returning to the school the following August/September.

***Rising 5th graders from Amber Charter School Kingsbridge***
***Rising 6th graders from Amber Charter School East Harlem***
For 5th and 6th grade seats, Amber Charter School III will give preference to the graduating 4th graders (rising 5th graders) from Amber Charter School Kingsbridge and graduating 5th graders (rising 6th graders) at Amber Charter School East Harlem. We intend to submit a formal request to SUNY CSI to reduce the grade levels served at Amber Charter School Kingsbridge to K-4, eliminating 5th grade, should this Amber Charter School III application be approved.

We anticipate interest from both schools, as all of our families have expressed the need for a middle school informally for several years and recently on the Amber Charter School III Community Feedback Survey. We expect the majority of Amber Charter School Kingsbridge students to continue their middle school experience at Amber Charter School III, since the school is less than a mile and a half away from the likely location of the new school. The map on the right demonstrates the close proximity. Families can easily access the Inwood/Washington Heights neighborhood by public transportation (the Bx7 & 20 buses and the 1 train).

**Amber Charter Schools Future Grade Configurations** (proposed)

| School | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
|---|---|---|---|---|---|---|---|
| Amber Charter School III | | | K-1<br>5-6 | K-2<br>5-7 | K-3<br>5-8 | K-4<br>5-8 | K-4<br>5-8 |
| Amber Charter School Kingsbridge | K-3 | K-4 | K-4 | K-4 | K-4 | K-4 | K-4 |
| Amber Charter School East Harlem | K-5 | K-5 | K-5 | K-5 | K-5 | K-5 | K-5 |

***Siblings***
A preference for siblings of current or new students helps to create and maintain a community of families within the school and strengthens student retention over many years.

***Community School District Residents***
Amber Charter Schools is committed to serving the Washington Heights/Inwood community, and charter schools must give a statutory admissions preference to students residing within the geographical boundaries of the school district or CSD in which the charter school is located.

***Enrollment Process***
After the lottery is held, accepted students will receive an acceptance letter with a detailed explanation of the enrollment packet items and submission deadlines, and a list of documents that parents need to submit to enroll their child, including birth certificate, proof of address, up-to-date immunization records and completed physical examination record.

Students who were not accepted will receive a postcard with the waitlist number drawn from the night of the lottery notifying them that they will be placed on a waiting list. Should openings become available, the waitlisted students will be contacted in the order they were pulled in the lottery.

Parent/guardians of children who are transferring from other schools are encouraged, but not required, to share recent report cards as well as assessment results, particularly in literacy and/or math.

Parents/guardians of students identified with disabilities are asked to share current Individualized Education Plans (IEPs).

## ACADEMIC SUCCESS

### 6. Curriculum and Instructional Design

### a. Curriculum Selection Process

Summarize the school's curriculum, by subject, and the rationale for all curriculum decisions including:
• Research-based evidence of effectiveness, particularly in meeting the needs of the school's target population, including proper citations;
• Discussion of how the school's curriculum is aligned to New York State standards;
• An explanation of how the curriculum aligns with the school's educational philosophy and furthers its specific mission, key design elements, and unique themes;
• How teachers will know what to teach and when to teach it including the curriculum resources that will support instructional planning (e.g., curriculum maps, scope and sequences, pacing guides, etc.) and specifically address who will be responsible for creating or selecting these resources; and,
• The processes and procedures the school will use to review, evaluate, and revise the curriculum to ensure its effectiveness for all students, alignment to state standards, and alignment from grade to grade including who will be responsible for these processes and how teachers will be involved.

Amber Charter School III intends to utilize much of the same curriculum resources and instructional design as Amber Charter School I and II, with specific enhancements and additions to ensure rigorous and engaging learning for middle schoolers. This includes the areas of literacy, mathematics, science and social studies, as well as special curricula to support instruction in Spanish, the arts, physical education, and technology. We have also created protected time in the weekly schedules for deeper and more meaningful, real-world learning, in the design of extended science lab time as well as STEAM (Science, Technology, Engineering, Arts and Mathematics) integrated learning experiences.

The curriculum resources utilized at existing Amber Charter Schools at the elementary level, which will be replicated, are described below, as well as the process of choosing curriculum resources for the middle school grades, and the strengths of these choices.

The Amber Charter Schools instructional leadership team, including the Executive Director and principals of Amber Charter School I and II, reviewed a number of curriculum programs and materials to ensure they would adequately support teachers in meeting the developing academic needs of middle schoolers. For literacy and mathematics in particular, the EdReports website provided rich, unbiased information about the strengths and gaps of many programs. The team also referenced the range of publisher websites, to familiarize themselves with teacher editions, student-facing materials and integrated learning assessments. During this process, the team also reviewed all of the core and supplementary materials currently used in the elementary grades to determine if changes or adjustments were necessary

## CORE SUBJECTS

### ENGLISH LANGUAGE ARTS

Amber Charter Schools leaders reviewed curriculum materials from Engage NY (Expeditionary Learning), Core Knowledge and Amplify Core Digital (both published by Amplify), Paths to College and Career (John Wiley & Sons), Journeys and Collections (Houghton Mifflin Harcourt), Ready New York CCLS ELA 6-8 (Curriculum Associates) and Wit and Wisdom (Great Minds). Almost all of these programs were found

to be aligned to the Common Core Standard; however, they varied in their usability, text quality and capacity to build knowledge. Wit and Wisdom was identified as the highest-quality, most appropriate curriculum for Amber Charter School III middle schoolers.

**Journeys[1]**
**(currently used K-5, to be implemented at Amber Charter Schools III K-4)**

***Rationale:***
Like Amber Charter School I and II, Amber Charter School III will also use Journeys Common Core curriculum, published by Houghton Mifflin Harcourt, as a foundational resource for kindergarten through 4th grader literacy instruction. Amber Charter Schools leaders and teachers appreciate the guidance Journeys provides in implementing whole and small group instruction, and explicitly building spelling, vocabulary, phonics and grammar skills. Guided reading books address a range of complexity levels and are incorporated to be used for ELL support/differentiation/small group instruction. It is also particularly helpful to our lead teachers as they can quickly acclimate and provide ongoing support to newer, less-experienced colleagues.

***Evidence of Effectiveness:***
A number of studies demonstrate that the Journeys curriculum program leads to improved student outcomes. For example, early evidence of Journeys' impact on students' reading performance was provided in a statewide-comparative study[2] including a total of 106 schools and over 18,000 students. This research evaluated statewide student reading performance for schools using the Journeys program, to similar schools using alternative programs over the period of three years. The results of this quasi-experimental, "silver-standard" efficacy study clearly indicated student reading performance was improved for students using Journeys when compared to other students in the state using alternative reading programs.

Students using Journeys also exhibit significant increases in multiple reading skill domains, including reading comprehension, language, vocabulary, and word analysis. Such improvements, as measured by percentile gains, from the beginning of the year to the end of the year, have been larger than expected as students have improved their relative standing on national tests after only using Journeys for one academic year.

Proof of Journeys' effectiveness has also been demonstrated using randomized control trials, the "gold standard" research design for product evaluation. A total of 46 classrooms and over 700 students participated in this two-year, experimental study of Journeys. Tracking students over the study period, statistical analysis indicated that using Journeys caused students to perform better on tests of reading achievement than similar students using other programs. These effects were meaningful and conclusive, as this study design is the only research design that meets the What Works Clearinghouse's standards for program evaluation.

In addition, in 2018, **66%** of Amber Charter School East Harlem students demonstrated proficiency on the NYS ELA assessment.

[1] https://www.hmhco.com/programs/journeys
[2] Journeys: A Research-based Approach

**Amber Charter Schools Elementary Writing Program**
**(currently used K-5, to be implemented K-4 at Amber Charter School III):**

Over the years, teachers and leaders of Amber have systematically created and refined an internally developed writing program. Kindergarten, first and second grade students solidify their print concept, phonics and word recognition, and phonological awareness strengths, aligned to the Common Core Learning Standards of the early grades. Students are guided to develop narrative accounts, research reports, expository writing, informational writing, as well as poetry and anthologies across the grades.

**Wit & Wisdom[3]**
**(available for grades 3-8, to be implemented in grades 5-8)**

***Rationale:***

- Engaging and high-quality texts are appropriately rigorous and incorporate multimedia options alongside printed texts.
- Includes opportunities to apply reading, writing, speaking, and listening skills across a variety of tasks designed to grow students' literacy skills over the course of the year while providing options to differentiate for time where appropriate.
- Materials across provide ample opportunities for students to build knowledge through content-rich, integrated reading, writing, speaking, listening, and language experiences. Students are supported in growing knowledge and vocabulary as they practice and apply skills in new texts and tasks.
- Students participate in frequent Socratic Seminars-student-led discussions of thought-provoking, text-dependent questions. Through Socratic Seminars, students are pushing themselves toward more evidence-based speaking and listening-and they are excited to do it.
- Materials include comprehensive instruction in writing, building research skills, and supporting students' developing independent reading.

***Evidence of Effectiveness:***

Great Minds offers two case studies, one describing implementation at Mildred Osborne Charter School in New Orleans and the other at Vare-Washington in Philadelphia[4], both K-8 models serving children who are predominantly of color (93-100%) and living in poverty (94-100% economically disadvantaged). Osborne only recently adopted Wit and Wisdom in 2017-18; however, they immediately saw a higher than predicted number of students scoring mastery and advanced on the state LEAP assessment, by the winter benchmark. At Vare-Washington, a community even more similar to what we expect at Amber Charter School III (41% Hispanic, 20% African-American, 11% Asian and 7% white), students also began to make significant gains on multiple measures within the first year of implementation (2016-17), and students now rank in the 56th percentile, surpassing the national average, according to the 2016–2017 Renaissance STAR Assessment. Since implementing Wit & Wisdom, Vare-Washington saw students' ELA performance alone increase 10 percentile points during just the first three quarters of the year, and independent reading levels rose as well, with an average 1.2 years of growth.

Closer to home, Amber Charter School leaders spoke at length with colleagues at Mott Haven Academy, a charter school located in the South Bronx that is currently growing into a Pre-K-8 model. Like Amber

[3] https://greatminds.org/english
[4] https://ww.greatminds.org/vare-washington-school; https://ww.greatminds.org/mildred-osborne-school

Charter School III, Mott Haven Academy serves a community that is largely Hispanic, and uniquely, it prioritizes enrolling and supporting the complex needs of students who have a history of child welfare involvement, through a trauma-informed approach. Across all grades, 51% of their students met or exceeded grade level standards on the 2018 NYS ELA assessment, with 53% of their Hispanic student subgroup achieving that level of performance. In 6th grade specifically, 61% of students met/exceeded the standard, with 63% of Hispanic 6th graders. The school's performance impressively surpasses the results of the city, where 48% of 3rd-8th graders (and 50% of 6th graders in particular) met/exceeded the same standards.

Aware that no one curriculum program, no matter how comprehensive, meets all needs of all learners, Amber Charter Schools readily supplements as needed. Amber Charter Schools have developed, identified and implemented a range of additional resources, including but not limited to:

**Ready New York CCLS ELA[5]**
**(implemented in K-5, to be extended through grade 8)**

***Rationale:***

- Develops sound skills and strategies for reading comprehension
- Supports a balance of on-grade level and differentiated instruction
- Offers teachers the easy-to-use online Ready Teacher Toolbox, loaded with all K-8 lessons and materials to support learners at every level
- Provides in-the-moment teacher support to guide teachers and help them build students' reading habits
- Connects instruction to the Common Core Learning Standards across K-8 for a coherent path within and across grades
- Gives middle schoolers access to grade-level texts with scaffolded prompts and routines.
- Offers a balance of informational and literary texts from across a wide range of genres to promote strong reading comprehension and critical thinking.
- Teacher support tools help teachers strengthen their practice and meet the demands of the state standards.

***Evidence of Effectiveness:***

Curriculum Associates' study, entitled "Ready Efficacy: Research on Ready Program Impact[6]" examined the performance of thousands of New York schools on the 2016–2017 state assessments and found that scores on the New York State Grades 3–8 Test were substantially higher for those schools with access to Ready than for schools without access to Ready. Students using Ready earned mean scale scores between 4 and 7 points higher than those who did not have Ready books, a statistically significant difference.

**Online Academic Support and Intervention**
**(all grades)**

Students will work with academic intervention software to strengthen their skills in literacy, included but not limited to:

- www.thinkcentral.com

[5] https://www.curriculumassociates.com/Products/Ready/Reading-ELA

[6] Ready Efficacy: Research on Ready Program Impact: http://www.casamples.com/downloads/ready-essa-brochure-2018.pdf

- www.myon.com
- www.studyisland.com
- www.abcya.com
- www.learnzillion.com
- www.Internet4classrooms.com
- www.discoveryeducation.com
- www.brainpop.com
- www.khanacademy.com
- www.teachingchannel.com
- www.tvokids.com

## MATHEMATICS

Amber Charter Schools leaders reviewed curriculum materials created for the middle grades from Engage NY (Expeditionary Learning), CMP3 Math (Pearson) Carnegie Learning, LearnZillion Illustrative Mathematics, Open Up Resources, GO Math, Ready Math and Math in Context. Although several of these programs were found to be aligned to the Common Core Standards; they varied in their usability, rigor and mathematical practices and focus and coherence. LearnZillion Illustrative Mathematics and Open Up Resources draw upon the same math curriculum, so both were identified as high-quality and appropriate for Amber Charter School III. LearnZillion was chosen because of the enhanced delivery platforms for the instructional materials, which, unlike Open Up Resources, includes digital interactives (powered by Geogebra and Desmos) and interactives that bring tasks to life, allowing students to explore real-world and mathematical contexts.

### GO Math![7]
### (currently used K-5, to be implemented K-5)

***Rationale:***

- Go Math!, published by Houghton Mifflin Harcourt, was developed for the elementary grades to support the Common Core State Standards for Mathematics and the NCTM Curriculum Focal Points.
- The program emphasizes big ideas and depth of understanding through interactive lessons, research based instructional approaches, best practices from around the world, and differentiated instructional resources to ensure success for all students.
- The instructional materials for all grades appropriately address rigor, content within the grade-level standards and the materials demonstrate coherence within and across grades.

***Evidence of Effectiveness:***

- A 2014 study[8] demonstrated that, in classrooms in which GO Math! was utilized with medium to high fidelity, students outperformed control students on state standardized tests, p =.034; effect size was g =.236.
- In July 2016, Houghton Mifflin engaged the Educational Research Institute of America, which studied implementation of GO Math! in grades 2, 3 and 4.[9] ERIA found that across all three grades

[7] https://www.hmhco.com/programs/go-math

[8] Houghton Mifflin Harcourt Go Math! Efficacy Study Year One Final Report. Cobblestone Applied Research & Evaluation, Inc. (Rebecca M. Eddy, Ph.D. Nancy Hankel, M.A., Monique H. Matelski, M.A., Amy Lou Cluff, Ashley Hunt & Kelly Murphy, M.A. February 26, 2014

mathematics student growth was statistically significant. The effect sizes at all three grades were above a substantively important level and were large. In this particular study, the percentage of students enrolled in free/reduced lunch programs ranged from 3% to 89% and averaged 41% across the sample of schools. The percentage of students classified as non-Caucasian ranged from 7% to 92% with an average of 41%.

In addition, in 2018, **64%** of Amber Charter School East Harlem students demonstrated proficiency on the NYS mathematics assessment.

Amber Charter School III will replicate its elementary grades approach to mathematics, continuing to utilize GO Math! and supplement with Ready Math CCLS (described below) and other materials. In 5th grade specifically, the principal will work closely with the 5th and 6th grade founding teacher teams to thoughtfully integrate common practices from LearnZillon Illustrative Mathematics (described below) into 5th grade math instruction, in order help students dive deeper into mathematical concepts and processes, and to ensure a smooth transition to the 6th - 8th grade instructional experience.

### LearnZillion Illustrative Mathematics[10] (6-8)

***Rationale:***

- Materials follow a sequence of topics that is consistent with the logical structure of mathematics.
- Rigor and balance is provided through practice-content connections and instructional supports and usability.
- The instructional materials are well designed, taking into account effective lesson structure and pacing, supporting teacher learning and understanding of the standards, offering teachers resources and tools to collect ongoing data about student progress on the standards (digital assessments), and supporting teachers in differentiating instruction for diverse learners within and across grades.
- Embedded supports and extensions for students who are ready (built-in support for ELLs and students with disabilities

***Evidence of Effectiveness:***

Since Illustrative Mathematics and Open Up Resources draw from the same program, the evidence of effectiveness culled thus far applies to both products. The curriculum was fine-tuned through a yearlong, 175-teacher beta release program. Ninety (90) percent found the curriculum highly effective or effective, and another 90% said that they would either recommend—or already had recommended—that their peers use the curriculum. The publisher used a rubric developed in partnership with Stanford University's UL/SCALE[11] to review program materials for ELL supports, promoting the development of language and content together. They have also engaged a range of quality review partners including Achieve, UnboundEd and Student Achievement Partners.

A range of targeted materials, geared towards the reinforcement, remediation or extension of learning will also be utilized in the implementation of the mathematics instructional approach. These resources

---

[9] Go Math! Elementary Grades Efficacy Study, Houghton Mifflin Harcourt, Report Number 515 July 2016

[10] https://www.illustrativemathematics.org

[11] UL/SCALE Guidance for Math Curricula Design and Development: https://ell.stanford.edu/content/ulscale-guidance-math-curricula-design-and-development

may include, but will not be limited to:

**Ready New York CCLS Mathematics[12]**
**(implemented in K-4, to be extended through 5-8)**

***Rationale:***

- Encourages students to develop a deeper understanding of mathematics concepts through the embedded Standards for Mathematical Practices
- Builds on students' prior knowledge with lessons that make connections within and across grade levels and directly address the major focus of the grade
- Incorporates a classroom mathematics routine that promotes conversations and increases accessibility of the mathematics for all students
- Prepares students for the challenges of the New York state assessment with tasks and activities that have a balance of conceptual understanding, procedural skills, fluency, and application

***Evidence of Effectiveness:***

Curriculum Associates' study, entitled "Ready Efficacy: Research on Ready Program Impact[13]" examined the performance of thousands of New York schools on the 2016–2017 state assessments and found that scores on the New York State Grades 3–8 Test were substantially higher for those schools with access to Ready than for schools without access to Ready. Students using Ready earned mean scale scores between 7 and 11 points higher than those who did not have Ready books, a statistically significant difference.

**Online Academic Support and Intervention**
**(all grades)**

Students will work with academic intervention software to strengthen their skills in mathematics, included but not limited to:

- www.ixl.com
- http://www.dreambox.com
- Accelerated Math
- www.fasttmath.mhs.org
- www.khanacademy.com
- www.brainpop.com

**SCIENCE**

**ScienceFusion[14]**
**(currently used K-5, to be extended through grade 8)**

ScienceFusion provides classes flexibility for investigations, including a full range of interactive instructional options to engage students in small-group, lab, and whole-class setting (e.g. write-in worktext, digital lessons, hands-on or virtual labs). An extended lab period has been integrated into the

[12] https://www.curriculumassociates.com/Products/Ready/Mathematics

[13] Ready Efficacy: Research on Ready Program Impact: http://www.casamples.com/downloads/ready-essa-brochure-2018.pdf

[14] https://www.hmhco.com/programs/sciencefusion

student schedule, at least weekly, to fully take advantage of, and deeply immerse students in exploratory and collaborative learning.

***Rationale:***

- Built-in standards support ensures complete coverage (built on the three-dimensional NGSS framework, integrates Common Core math and ELA standards guidance).
- Support teachers' need to engage students in inquiry-based learning - every lesson guides teachers through activities, probing questions, misconception alerts, differentiated instruction, and vocabulary support.
- To build nonfiction literacy skills, Science & Engineering Leveled Readers with Teacher Guides are available in a range of Lexile® readability levels.
- Flexible assessment options make tracking progress manageable.

***Evidence of Effectiveness:***

An externally administered 2-year national randomized control trial[15] was conducted in the 6th-7th grades during the 2011-2012 school year and followed these students into the 7th and 8th grades during the 2012-2013 school year. The final sample in Year 2 consisted of 576 students (263 control; 313 treatment) in 27 classes (13 control and 14 treatment), 46-100% of whom identified as students of color (22% Hispanic) and almost half were categorized as economically disadvantaged.

Results showed significant growth in science performance on the ITBS science test and a Developed Science Test (DCT) aligned to the covered content, national and state standards, over the course of both school years. Science Fusion students grew by 14 percentiles on the ITBS Science test over the course of the two-year study. In addition, while significant growth was observed during each study year on the developed science test, growth during Year 2 was larger (14 points) than Year 1 (11 points). When tests for each ITBS content area were examined separately, Science Fusion students showed significant improvement in Life Science, Scientific Inquiry and Earth Science. Furthermore, marginally significant growth was observed in Physical Science. In addition, Science Fusion students experienced significant learning gains as measured by the science vocabulary and science application/reasoning items of the DST, with larger gains observed during Year 2 as compared to Year 1. Results showed significant differences between students who used the Science Fusion program and students using other science programs as measured by the DST, after controlling for pretest differences.

In addition, in 2018, **100%** of Amber Charter School I's 4th graders demonstrated proficiency on the NYS Science Test, with **93% of them exceeding the standard (earning a Level 4)**.

## SOCIAL STUDIES

### McGraw Hill Networks[16]
### (currently used K-5, to be extended through grade 8)

Written to meet the specific needs of New York students and teachers, McGraw-Hill Networks New York Program follows the New York Standards and the NYC Scope and Sequence. The program is designed to

[15] A Study on the Effects of Houghton Mifflin Harcourt's Science Fusion: Year 2 Comprehensive Final Report

[16] https://www.mheducation.com/prek-12/explore/networks.html

engage students in history, social studies, geography, economics, government and culture in engaging print and digital formats.

Rationale:

- Curriculum is written to ensure mastery, in alignment with New York State Standards
- Includes hands-on interactive resources
- Project-based learning opportunities to increase critical thinking, engagement, and academic skill development
- Easy-to-use classroom management and assessment tools
- Uses research-based practices to maximize student comprehension and engagement (based on the research of Jay McTighe, co-author of Understanding by Design)
- A digital Teacher Lesson Center that supports educators to plan instruction, customize lessons, tests, and assignments, create presentations, activate learning, assess comprehension, track results and differentiate instruction

**NON-CORE CONTENT AREAS**

## SPANISH (all grades)

Amber Charter School III will provide Spanish instruction throughout the elementary and middle school grades. The curriculum is aligned to the ACTFL World-Readiness Standards for Learning Languages, which stress the application of learning a language beyond the instructional setting. The goal is to prepare learners to apply the skills and understandings measured by the Standards, to bring a global competence to students' future careers and experiences.

1. Communication: Interpersonal, Interpretive, and Presentational
2. Cultures: Relating Cultural Practices to Perspectives, Relating Cultural Products to Perspectives
3. Connections: Making Connections, Acquiring Information and Diverse Perspectives
4. Comparisons: Language Comparisons, Cultural Comparisons
5. Communities: School and Global Communities, Lifelong Learning

Amber Charter School III will provide Spanish instruction utilizing a Foreign Language in the Elementary School program, which provides quality instruction in foreign languages. Regular FLES programs concentrate primarily on the development of listening and speaking skills and on cultural awareness. Grammar is not ignored but is learned indirectly rather than through direct instruction. The goal of FLES programs is functional proficiency in a foreign language, but it also serves to reinforce concepts from other disciplines and strengthen knowledge of a child's first language.

Spanish instruction at Amber Charter School III will be guided by the AVANT STAMP 4SE proficiency benchmarks[17] across all grades, and in additional to internal formative and summative measures, be formally assessed in reading, writing, listening and speaking at the middle school level with the AVENT STAMP 4S.[18]

[17] https://avantassessment.com/stamp4s/benchmarks-rubric-guide
[18] https://avantassessment.com/stamp4s/

Spanish teachers currently utilize a range instructional resources. Amber Charter School III teachers will evolve and extend the Amber Charter Schools Spanish scope and sequence and integrate online learning opportunities, such as https://spanishforkids.com and https://schools.duolingo.com.

### PHYSICAL EDUCATION (all grades)

Instruction in physical education is guided by and aligned to the NYS Learning Standards for Health, Physical Education, and Family and Consumer Sciences.
Standard 1: Personal Health and Fitness

- Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Standard 2: A Safe and Healthy Environment.

- Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: Resource Management.

- Students will understand and be able to manage their personal and community resources.

The physical education/health teacher will also reference and utilize the Appropriate Instructional Practice Guidelines K-12, National Association for Sport and Physical Education, an Association of the American Alliance for Health, Physical Education, Recreation and Dance.

### THE ARTS (all grades)

Amber Charter School III's arts instruction is guided by the New York State Learning Standards for the Arts.[19]

### *MUSIC (all grades)*

The overarching philosophy of music instruction at Amber Charter Schools is grounded in the Kodály method.[20] It posits that:

1. Music should be taught from a young age.
2. Music should be taught in a logical and sequential manner.
3. There should be a pleasure in learning music; learning should not be torturous.
4. The voice is the most accessible, universal instrument.
5. The musical material is taught in the context of the mother-tongue folk song.

The original method that Kodály pioneered was created with children's development in mind. With the method, young children unconsciously learn the basic musical elements: solfa, rhythm, hand signs, memory development, singing, and more. Because the music education is already rooted in the culture they are immersed in, learning can occur both in the classroom and at home, with family.

Additionally, NYS Learning Standards for the Arts focus on general music and harmonizing instrument strands. Amber Charter Schools students participate in the Carnegie Hall Masters curriculum. Students transfer their knowledge of reading music to a starter instrument (the recorder) and perform in Carnegie Hall in the Young Masters Concert. Amber Charter School also provides vocal training and

[19] http://www.nysed.gov/curriculum-instruction/arts
[20] https://www.oake.org/about-us/the-kodaly-concept/

opportunities to perform as a choir, and has long-standing, rich partnerships with many museums and creative institutions (please see **R-13ab Partnership Organizations**).

### *VISUAL ARTS (all grades)*

The art curriculum is aligned to the NYS visual arts standards. It ensures that students learn the principles and elements of art. In addition, master artists are explored along with their artistic techniques.

- Creating: Conceiving and developing new artistic ideas and work.
  - Generate and conceptualize artistic ideas and work.
  - Organize and develop artistic ideas and work.
  - Refine and complete artistic work.
- Presenting: Interpreting and sharing artistic work.
  - Select, analyze and interpret artistic work for presentation.
  - Develop and refine artistic techniques and work for presentation.
  - Convey meaning through the presentation of artistic work.
- Responding: Understanding and evaluating how the arts convey meaning.
  - Perceive and analyze artistic work.
  - Interpret meaning in artistic work.
  - Apply criteria to evaluate artistic work.
- Connecting: Relating artistic ideas and work with personal meaning and external context.
  - Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.
  - Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

### TECHNOLOGY (all grades)

Amber Charter Schools approach to technology is integrated across all other content areas and is guided by the ISTE (International Society for Technology in Education) Standards for Students.[21]

- Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences
- Digital Citizen: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- Innovative Designer: Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
- Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- Global Collaborator: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

[21] https://www.iste.org/standards/for-students

In the early grades, students may utilize a variety of digital solutions to strengthen math and literacy skills[22], extend their exposure to relevant science and social studies content and experiences and write. As they build their word processing and organizational skills, late elementary and middle grade students may utilize technology to prepare presentation, perform research, design and communicate.

### MIDDLE SCHOOL STEAM (Integrated Science, Technology, Engineering, Arts and Mathematics) (5-8)

An additional 75-minute STEAM Academic Enrichment period, twice each week, will be utilized for deeper, broader and integrated exploration work. This may take the form of interdisciplinary learning, research projects and service learning experiences that engage students in contemporary, innovative and intellectually challenging ways.

It is essential for our students to be exposed to and have authentic learning experiences with STEAM. The economy, and the world of work, is changing rapidly. It is estimated that at least 20% of careers – many of them within the fastest growing areas - now involve science, technology, engineering and mathematics.[23] Even for students who do not choose to pursue careers in these fields, the critical thinking, creativity and problem-solving skills fostered through integrated content learning in these areas is necessary for them to effectively navigate the world, as informed local and global citizens and professionals. Technology in particular is becoming an expectation in all roles within the workforce, just as it has become an essential communication tool.[24]

We also believe that STEAM learning is a social justice issue for our students, who must have opportunities to flex their muscles in these areas and discover strengths or interests they didn't know they had. As they develop into high schoolers, college students and adults, they must be as prepared, inspired and empowered as any other students to solve the most persistent, complex problems in their own communities, as well as others that affect the nation and the entire world.

STEAM integrated learning may take the form of:

Collaborative group projects, such as:

- Using the engineering design process, students identify problems, develop and test possible solutions, and ultimately reach a solution.
- Applying the scientific method to a medical case study.
- Solving real-world or abstract problems by engaging in design-thinking protocol.
- Contemplate the opportunities and challenges of various forms of artificial intelligence, for individuals, communities and the world.

---

[22] E.g. www.thinkcentral.com, www.myon.com, www.studyisland.com, www.abcya.com, www.learnzillion.com, www.Internet4classrooms.com, www.discoveryeducation.com, www.Bitstripsforschools.com, www.brainpop.com, www.khanacademy.com, www.teachingchanel.com, www.tvokids.com

[23] http://nc3t.com/stem-literacy/

[24] https://www.gettingsmart.com/2015/07/exposing-every-student-to-stem/ https://www.gettingsmart.com/publication/preparing-students-project-based-world/

Online or Blended Learning Experiences or Curriculums, such as:

- PhET Simulations for Math and Science
- Zooniverse (Kids + Scientists Collaborate on Projects!)
- National Geographic Climate Change Resources
- GeoGebra Math Calculators with Graphing, Geometry, 3D, Spreadsheet, CAS
- Vernier
- Exploratorium's Tinkering Studio
- UL Xplorlabs
- Instructables
- MakeZine
- Lab Out Loud Podcast
- Wolfram Demonstrations Project:
- Circular Motion and Newton's First Law
- Code Academy
- Galileo's Paradox
- Energy of a Slingshot
- Interaction at a Distance: The Radiation Model
- Education Closet

Collaborative Partnerships, with organizations such as:

- Maker Space NYC
- Maker State
- Girls Who Code
- Code.org

As Amber Charter School III teachers and leaders build out these learning experiences for our students, we intend to gather comprehensive information on best practices and both print and online resources. On the local level, New York State offers a STEM quality learning rubric, which we may evolve and adapt to infuse art and other priorities, and We Teach NYC has a framework and handbook to reference.[25]

The middle school founding team will also study programs at several area independent schools, such as those at The Cathedral School, Marymount School of New York and The Hewitt School. This will enable us to observe STEAM learning in action and explore teacher to teacher or cross school collaborations.[26] For example, The Hewitt School offers its students instruction in robotics and digital fabrication.

**b. Assessment System**

Describe the diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills. This response should:

- Describe each assessment's purpose, design, format, and rationale for its selection;
- Describe key considerations in the selection or creation of any assessments not yet identified;
- Describe how the school will collect and analyze assessment results;
- Explain how the school will ensure assessment results are valid and reliable;

[25] https://www.weteachnyc.org/resources/resource/stem-framework/ https://www.weteachnyc.org/resources/resource/stem-handbook/ https://stemteachersnyc.org/resources/ https://www.stemx.us/resources/new-york-state-stem-quality-learning-rubric-2/

[26] https://www.cathedralnyc.org/page/academics/steam-programs https://www.marymountnyc.org/page/curriculum/steam https://www.hewittschool.org/academics/steam-maker-education

• Describe who will be responsible for administering assessments and collecting and analyzing the results;
• Explain how school leaders and teachers will ensure student work products resulting from instruction indicate student preparation for success on state assessments;
• Explain how the following stakeholders will have access to and be able to use assessment results: teachers; school leaders; the education corporation's board of trustees; students and parents; and,
• Describe how the school will inform parents and students about academic achievement and progress including the timing, frequency, and nature of the information.

At Amber Charter Schools, we believe that true accountability is about being unwaveringly focused on understanding and addressing the gap between the knowledge, skills and strategies that students have grasped, and the clearly defined grade level expectations of what they need to be able to show they know and can do. Our culture is one of accountability and urgency, a school community where adults are comfortable with transparency and using concrete information to make plans for students. Amber Charter School III will also be a school where authentic work and various forms of rigorous assessments will guide decisions and drive actions.

The table below lists the assessments that will be implemented at Amber Charter School III. Also included are the affected grades, details regarding design, timing and format and the purpose and rationale for each assessment.

| Assessment | Grades | Design | Timing/Format | Purpose/Rationale |
|---|---|---|---|---|
| DRA: Developmental Reading Assessment (or similar) | K-3 | Benchmark | Beginning September for 1-3;<br>January for K-3; and June K-3. | Determine independent and instructional reading levels<br>• Phonemic awareness (rhyming, alliteration, segmentation, and phonemic awareness)<br>• Alphabetic principle/phonics (letter naming, word-list reading, spelling, decoding, analogies, structural analysis, and syllabication)<br>• Fluency (oral reading fluency or words per minute for contextual reading)<br>• Vocabulary, comprehension, and reading engagement skills<br>Determine RtI tier placement and intervention adjustments<br>Group students for guided reading instruction<br>Plan efficient and effective instruction<br>Identify students who need intervention<br>Document student progress over time |
| NYS English Language Arts | 3-8 | Summative | Each spring | Measure the extent to which the ELA Common Core Learning Standards are met<br>Identify students who need intervention<br>Document student progress over time |
| Terra Nova nationally normed reading assessment | K-8 | Summative | Each spring | Measure basic, applied and higher-order thinking skills<br>Determine norm-referenced achievement scores, criterion-referenced objective mastery scores, and performance level<br>Identify student, grade, cluster and school level areas of strengths/weaknesses<br>Monitor year-to-year developmental changes. |
| NYS Mathematics | 3-8 | Summative | Each spring | Measure the extent to which the Mathematics Common Core Learning Standards are met<br>Identify students who need intervention<br>Document student progress over time |
| Terra Nova nationally- | K-8 | Summative | Each spring | Measure basic, applied and higher-order thinking skills<br>Determine norm-referenced achievement scores, criterion- |

| | | | | |
|---|---|---|---|---|
| normed mathematics assessment | | | | referenced objective mastery scores, and performance level<br>Identify student, grade, cluster and school level areas of strengths/weaknesses<br>Monitor year-to-year developmental changes. |
| NYS Science | 4, 8 | Summative | Each spring | Measure the extent to which NYS science standards are met (content knowledge and performance) |
| NYS Identification Test for English Language Learner [NYSITELL] | K-8 | Diagnostic | September, or within 10 days of a student's enrollment<br>*If needed (as determined by Home Language Survey and staff) | Determine the level of English proficiency and the level of formal English as a Second Language support needed |
| NYSESLAT | K-8 | Summative | Each spring<br>*If needed (as determined by NYSITELL) | Determine the level of English proficiency development, and the extent to which the level of formal English as a Second Language support needs to be continued, discontinued or adjusted. |
| NYS Alternate Assessment | 3-8 | Summative | March-June<br>*If needed (as determined by IEP) | Measures the attainment of the State's learning standards in the areas of English language arts (ELA), mathematics, and science for all students with the most severe disabilities in Grades 3-8. |
| Commercial curriculum assessments | K-8 | Diagnostic<br>Benchmark<br>Summative | Schedule determined by the length of each curricular unit, which varies for each grade. | Assess mastery of learning objectives across all content areas (e.g. Journeys, Wit & Wisdom, GO Math!, Illustrative Mathematics, READY ELA and Mathematics) |
| Teacher generated assessments | K-8 | Formative<br>Summative | Schedule determined by the length of each curricular unit, which varies for each grade, or determined by teachers to assess mastery of learning objectives at any given point within a unit of study. | Assess mastery of learning objectives across all content areas (e.g. tests, quizzes, rubrics, checklists, exit tickets, performance tasks) |
| AVANT STAMP 4E | 8 | Summative | Spring | Measures proficiency in reading, writing, listening and speaking in Spanish |
| NYS Regents | 8 | Summative | Varies | Measures proficiency across content areas such as Spanish, Algebra, Earth Science, etc. |

Amber Charter School III will administer all mandated New York State assessments as required by law.

Teacher Generated Assessments

Teacher generated assessments will be most often developed within grade level teams and should reflect an appropriate evaluation of the learning objective, as well as an expectation for mastery that is aligned to the Common Core Learning Standards. The principal or assistant principal, in collaboration with teachers, may determine that a selection of formative assessments will be utilized as standard at the school or across grades. Examples include but are not limited to exit tickets, graphic organizers,

individual white boards and quizzes. Less formal but often informative strategies may be applied with consistency as well, such as questioning, think/pair/share and observations.

Teachers will administer a varied range of assessments, to assess learning at the lesson, unit and interim and summative assessments levels. Teachers will routinely analyze these data sets, to construct targeted plans to tailor, re-teach, reinforce and differentiate instructional strategies, in order to ensure all students master each required standard, and to provide ample opportunities for students to extend and stretch their thinking. School leaders will support teachers in this work and ensure the assessments are rigorous and appropriate.

Amber Charter School III will utilize the Amber Charter Schools report card, which is aligned to the Common Core Learning Standards. The report card also has formative assessments, assignments, and projects aligned to each subject as evidence of how each grade is determined.

Amber Charter Schools use PowerSchool and Illuminate to store student performance data and analyze it regularly. Monthly data days, Monday staff meetings, and the teacher use of Illuminate allow daily instruction to be guided by this performance data. Whether determining re-teaching needs or creating student groupings, the student performance data guides the instructional methods and dictates how to spend time with students.

In addition, organizational data will be collected by teachers, and analyzed by leaders to ensure the school is not only meeting its charter accountability goals, but foundationally operating in a manner that best supports academic success. These include but are not limited to attendance, enrollment and retention, and family engagement and satisfaction.

Data will be analyzed at the aggregate, the accountability group and student level for both criterion achievement (are students reaching grade level standards) and growth. Data analysis before the beginning of each school year includes an analysis of the prior year's scores on the NYS and nationally normed assessments (as applicable). This data is integrated with beginning-of-the year diagnostic assessments in literacy and mathematics, to develop transition plans for incoming students and a baseline for growth analysis.

Amber Charter Schools ensure the validity of its formative assessments by employing a process that results in assessments that explicitly reflect and measure course objectives. The assessments concretely represent lesson objectives, which are aligned to the standards, providing a target upon which teachers can focus their instruction. The starting point is clearly stated course objectives, matched to the Common Core State Standards and to the grade and skill levels. After course objectives are finalized, assessment items are written to capture the depth and breadth of each objective. Instructional activities are built directly from the objectives and related assessment items, ensuring coherent alignment of objectives, instruction, and assessment. This approach reflects current best practices in the evaluation of academic progress and the commitment to producing valid and reliable tests. Teachers can effectively prepare their students for the accountability assessments and provide evidence relating to their validity and reliability, and instructional leaders will review internally created assessment tools to ensure they are valid measures.

School leaders, staff developers and members of Amber Charter Schools Shared Support Team will provide training and development opportunities for the entire staff, and target support for grade level teams, as they design and utilize assessments. Beyond design and implementation, effective protocols

will be implemented to ensure a high degree of reliability in scoring. For instance, instructional leaders will rotate teacher assignments for DRA administrations so more than one teacher is assessing the reading level of each individual student over the course of the year.

Leaders will also guide individual teacher to improve assessment practices through differentiated coaching cycles that, as described in Instructional Leadership, will be structured around the Charlotte Danielson Framework for Teaching Tool. Domain 1, Component F, which focuses on Designing Student Assessments and Domain 3, Component D - Using Assessment in Instruction – are two key aspects of instructional practice for which teachers will actively reflect and leaders will provide feedback, all grounded in evidence.

Authentic student work and various forms of rigorous assessments will guide decisions and drive actions. Evidence of learning will be publicly demonstrated throughout the school, including but not limited to evaluated student work posted in classrooms and hallways. This will foster a culture that is transparent and evidence-based.

All student work produced, and assessments developed and utilized, will be connected to rigorous learning objectives tied to Common Core Learning Standards, which New York State assessments are grounded in as well. The foundational curriculum materials in English language arts and mathematics were chosen because they are designed specifically to ensure students achieve the expectations set forth the Common Core Learning Standards.

Leadership team members will routinely access lesson plans, and check for assessment alignment to objectives, and objective alignment to the learning standards set forth in the established maps and pacing charts. Leaders will often observe teacher practice, as described in the Instructional Leadership sub-section, to both provide support and coaching, and to monitor the implementation of written plans.

***Using Assessment Results***

Students: As described above, teachers and leaders will routinely collect, review and analyze academic and organizational data to drive decisions, adjustments and developments on various levels of the school throughout the year. They will reflect on and improve their own instructional practice and make plans to address the learning needs of individual students, targeted groups and, if needed, the entire class. Both teachers and leaders will also share this data with parents and caregivers in order to inform, partner, and facilitate solution-oriented dialogues.

Teachers: As teachers analyze performance data, whether independently, with leaders, with their grade level and cluster colleagues during common planning periods, or with colleagues across the entire school, they may examine particular assessment tool items that reflect certain taught skills and content knowledge, as well as individual, class, grade, cluster and school-wide trends. This will be done in conjunction with curriculum to adjust lesson plans, and schedules for additional instructional time where needed. In lesson planning meetings, teachers may collaborate on cross content instructional strategies. All grade level teachers will work from the curriculum, ensuring that their lessons and teacher-generated assessments are aligned with the scopes and sequence of the Common Core Learning Standards. School-wide, scheduled data days will be held throughout the year during certain Thursday afternoons in order to facilitate and support the consistent and precise use of data by teachers and leaders. More specific examples include teachers using the DRA to identify instructional and independent reading levels, which will inform the creation of leveled guided reading groups and help students choose books on their level to read on their own. Math assessments will guide teachers not

only to construct smaller math skills groups, but also to identify particular skills to reteach and reinforce.

Leaders: This data will also be used by leaders, in conjunction with the Child Study Team, to categorize all students in one of the three RtI tiers, and by teachers to inform their instructional plans within Tier I at the classroom level (for instance, to establish leveled guided reading groups). Additionally, this data will be used to evaluate grade and school-wide academic needs, so that particular needs can be identified and addressed through instructional planning and professional development. Instructional leaders and teachers will use ongoing assessments to evaluate student progress, the growth and gaps within particular grades or clusters, and trends across the entire school.

As noted above, instructional leaders will analyze student data on multiple levels and from multiple sources. For instance, data analysis before the beginning of each school year includes an analysis of the prior year's scores on the NYS and nationally normed assessments (as applicable). This data is integrated with beginning-of-the year diagnostic assessments in literacy and mathematics, to develop transition plans for incoming students and a baseline for growth analysis.

Board: The principal and leadership team will analyze and report on the academic performance and progress of cohorts of students on an aggregate and disaggregated basis, in comparison to the prior years' results, and those of the district, city and state. This analysis will provide opportunities for evidence-based program evaluation, which will in turn inform decisions related to instructional delivery, organizational structure and resources allocation, and it will be utilized to report on the status and progress of the school to the entire community. It will be routinely shared with the Board of Trustees at general and committee meetings. This will help the Board to fulfill its oversight responsibilities – to monitor, support and hold the principal responsible for achieving the charter accountability goals. It will also allow the Board to ask educated questions, perform deep dives into specific trends as needed, and advocate for the school with external constituents.

Finally, teachers will use assessments to guide their students to reflect on what and how they demonstrate what they learn and the next steps they will take to achieve complete mastery. Students will engage in this process more independently as they become more familiar with these processes and as they move up into the upper elementary and middle school grades.

***Informing Parents and Students on Progress***

All students will know where they stand and what they need to achieve in each content area. Teachers will be expected to communicate clearly and frequently around expectations for high quality work. Students will receive targeted feedback from their teachers, and all grades, rating and scores will be shared with them in ways that are appropriate to their developmental levels, within an established, safe environment that encourages reflection and learning from mistakes. Students will be exposed to exemplars of work products modeled by teachers and classmates at all grades; younger students will become familiar with checklists and simple rubrics, while older students may work with teachers to create high quality rubrics based on well-defined lesson and unit learning objectives. This backwards-planning approach will ensure that the end goal of teaching is not simply about exposure to content, but more deeply prioritizing learning and thinking and the mastery of new skills and strategies.

Parents and caregivers will be well-informed partners, as they are their children's primary and most powerful teachers. Messages related to their role in their children's education will be communicated often and in a variety of ways – written in the family handbook and other materials, announced at public meetings and events, discussed at progress conferences and other family meetings. More specifically,

academic assessment results, and other data, will be shared with parents and caregivers routinely, in written trimester progress reports, during progress conferences and promotion-in-doubt meetings, and in other interactions with teachers and leaders at the school. The school will provide guidance to parents and caregivers to ensure they understand how to interpret these and other assessment results, and what they can do at home to support successful learning and development.

**c. Instructional Methods**

Describe the pedagogical approach the school will use to implement its curriculum including:
• The instructional methods or techniques to be employed in the school including any specific requirements for implementing this pedagogical approach, e.g., co-teaching or aides, technology, physical space, approaches to classroom management, approach to checks for understanding, etc.;
• Research or existing models that support the use of these instructional methods, especially considering the school's target population and curricular choices outlined in Response 6(a); and,
• An explanation of how the curriculum aligns with the school's educational philosophy and furthers its specific mission, key design elements, and unique themes.

***Framework for High-Quality Lessons***

Similar to the existing Amber Charter Schools, Amber Charter School III will employ a strategic synthesis of instructional best practices. Described below is the standard structure of a high-quality lesson, and the benefits afforded to students.

The most effective form of instruction that addresses all five components of reading instruction, according to the National Reading Panel, requires an approach that is both systematic and explicit. This represents "skills and concepts taught in a planned, logically progressive sequence." Lessons need to have clearly articulated learning objectives that reflect the goal of mastery. Teachers not only need to share learning objectives with students, but also model what is being taught and provide ample opportunities for students to practice and apply the new skill or concept. Assessment methods are designed and applied to sufficiently monitor and track the acquisition of those skills, concepts and strategies. Both the Journeys and Wit and Wisdom curriculum provide this guidance to teachers.

Amber Charter School III lessons have:

1. Clearly defined learning objectives that are:
    a. Shared with students
    b. Measurable and measured
    c. A bite-sized segment of a broader sequence of lessons, that, depending on the content area, form a unit or module of learning
2. Modeled practice
3. Guided practice
4. Independent practice (between 1/3 and 1/2 of the lesson)
5. Discussion of work product within the context of the learning objective
6. Assessment of outcomes, mastery of learning objective

A common, clearly defined lesson framework allows teachers to collaborate and co-plan with greater ease. This structure aligns with the standards for proficiency presented in Charlotte Danielson Framework for Teaching Tool, which will guide instructional leaders as they work with teachers to evaluate and improve the quality of their instruction.

***Small Group Learning Opportunities***

Amber Charter School III students will frequently be learning in small groups. General education teachers, assistant teachers or tutors may pull small groups during the independent practice segment of a full class lesson, in order to address misunderstandings, re-teach, or otherwise modify instruction. All students will participate in guided reading groups, which will be assembled based on similar instructional reading levels of students. Targeted literacy and math skills groups will be created to serve the needs of students categorized, based on reading and math diagnostic performance data, within RtI Tiers II and III. Guided reading and skills groups may be reconfigured during the course of the year to best meet the students' needs.

*Guided Reading Groups*

The main thrust of guided reading groups is to develop motivated and fluent readers who can comprehend, discuss and analyze what they read. Paul Bambrick-Santoyo, in a Phi Delta Kappan article entitled "Habits Improve Classroom Discussions," recommends that teachers consciously build their students' small group discussion habits over time. He suggests that teachers train and remind students to speak clearly and in complete sentences, interact directly with their peers in the group, elaborate on their own and others' responses, and ask questions or prompt their peers to extend their thinking.

*Literacy Skill Groups*

For beginning - or struggling readers who are categorized in RtI Tier II, and therefore placed in literacy skill groups - teachers will focus significant time on improving accuracy, one of the more fundamental components of reading fluency. This may involve prioritizing work on basic word recognition and word analysis skills. Particularly in the early grades, students need ample, planned opportunities to learn to read words accurately. The teacher also may employ strategies such as:

- Choral reading - the teacher and students read aloud together, following the teacher's pace-so students get the benefit of a model while they practice reading aloud. The teacher may pause to ask questions, comment on the text, or discuss vocabulary. All students, even those who struggle, hear the text being read accurately and with good pacing and phrasing. A teacher may direct students to use their finger to follow along in the text as they read.
- Cloze reading - the teacher does most of the oral reading while the students read along silently. Once or twice every few sentences, the teacher omits an important vocabulary or content word (not a simple sight word), and the students read it aloud as a class. Students spend less time practicing oral reading, but it allows teachers to cover text and keep students engaged.
- Partner reading -the teacher often arranges the student pairs strategically based on reading ability and other factors, and students are often taught techniques for managing their shared time, reading and peer interactions (including giving encouragement and feedback). When pairs are not at the same reading level, the stronger reader can read first to provide a model of fluent reading, and the less fluent reader reads the same text aloud. The stronger reader can help with word recognition for the less fluent partner. (Osborn and Lehr, 2004).
- Repeated reading - students read and re-read the same text, and may read orally to provide some opportunities for guidance and corrections

For students in need of more intense literacy intervention support (and who are categorized in RtI Tier III), special education teachers will utilize materials from a structured program designed especially for intense intervention, such as Orton Gillingham or Wilson Fundations.

*Math Skill Groups*

For struggling students who are categorized in RtI Tier II for mathematics, and therefore placed in math skill groups - teachers, particularly in the early grades, will likely focus significant time strengthening

foundational math concepts, such as number sense, number sequence, counting by 1s, 2s, 5s and 10s, simple shapes and patterns, etc., and computational skills, such as 1-digit addition and subtraction. For students in need of more intense math intervention support (and who are categorized in RtI Tier III), special education teachers will employ a range of targeted materials that are geared towards intervention and remediation.

**d. Course or Subject Overview**

Provide course descriptions for every subject and grade level the school will serve within the initial five years of operation, accounting for both core and non-core subject areas including all courses identified in Request 7 – Calendar and Schedules. This should include, at minimum:

• A general description of the specific content and skills that would be addressed in the course; if known;
• The curricular programs (e.g., Singapore Math, FOSS, etc.) that would be used in each course;
• Essential course specific assessments (e.g., the state's 3-8 assessments/Regents exams, end of course portfolios or performances, etc.); and,
• If serving students in 12th grade, provide an outline of course sequences leading to graduation.

As the faculty is committed to Common Core Learning Standards-based instruction, Amber Charter Schools have carefully designed pacing calendars for all subjects for the year. Teachers at each school meet once a month to do vertical alignment grade to grade. Weekly lesson plans are designed from the pacing calendars and this allows faculty to spiral instruction in a teach/reteach method. The schedule ensures that teachers have adequate time for teaching particular content via longer blocks, including an two re-teaching blocks - one for English Language and the other for Mathematics - each week. Expectations around homework are also planned together as faculty. Scope and sequence curriculum documents are included as Supplementary Attachments R-23b.

**English Language Arts**

- In K-4, the Journeys curriculum program[27] supports teachers to:
  - Cultivate a vivid vocabulary: vocabulary readers, flashcards and in-the-moment digital tools fill classrooms with ways to build vocabulary throughout the year, while Informational texts guide students to gain mastery over core academic vocabulary as well as domain-specific knowledge and words.
  - Directly teach spelling and grammar: weekly grammar skill targets, supplemented with daily lessons, support students' understanding of how English works, and a spelling scope and sequence builds students' spelling skills.
  - Develop rich research and writing skills: deep-dives into text analysis give students the foundation they need to interpret texts from multiple angles and form insights. Student books and digital tools prompt students to annotate texts, allowing understanding to blossom into written form.
  - Sharpen listening and speaking skills: Team projects and class conversations guide students to develop critical listening skills and mastery of group communication, and presentations and collaborative work put students in a position to develop social awareness and speaking skills.

- Amber Charter Schools has also created a comprehensive elementary writing program, which ensures kindergarten, first and second grade students solidify their print concept, phonics and word

[27] Please see R-23b 3 Journeys K-4 Scope and Sequence.

recognition, and phonological awareness strengths, aligned to the Common Core Learning Standards of the early grades. Students are guided to develop narrative accounts, research reports, expository writing, informational writing, as well as poetry and anthologies across the grades.

- Amber Charter School III will adopt the Wit and Wisdom curriculum[28], initially in the middle school grades, and, as determined by the principal, assistant principal and lead teachers, in a supplementary manner as needed in the elementary grades.
  - Each Wit & Wisdom module centers on the study of rich and engaging texts, curated to build student knowledge of important ideas in the liberal arts and the sciences. The approach is integrated and text-based: daily reading, writing, speaking, listening, grammar, and vocabulary study is based on—and draws on evidence from—exceptional texts.
  - Every Wit & Wisdom text students encounter is authentic and of the highest quality. Instead of basals, students read books they love to build knowledge of important topics and master literacy skills. The texts are wide-ranging and varied, including a careful balance of literary, informational, and fine-art texts.
  - Every module, or unit of study, in each grade focuses on a topic essential for building background knowledge, vocabulary, and writing skills. For example, students learn about the seasons, the American Revolution, civil rights, and space exploration. Essential topics strategically reoccur, empowering students to deepen understanding of core knowledge across Grades K–8.
  - Students practice reading, writing, speaking, listening, and language in an integrated way, with every strand of the standards woven throughout each module. This integrated approach enables students to be more successful as they activate and build on their developing background and vocabulary knowledge of the module topic while learning skills in other areas.
  - Each of the four modules in each grade has a topical focus. For each module, students read—or, in the case of younger students, hear read aloud—a series of authentic texts on the topic and consider those texts critically and systematically. A framework of questioning engages students in the content and in the process of reading complex texts. These questions guide students' daily work of encountering, understanding, and analyzing complex text. Students then distill each text's deeper meaning, and finally, articulate how the texts, individually and collectively, build their knowledge of the topic.
  - Another line of daily questioning, Craft Questions, teaches students the elements of strong craft—writing, speaking, and listening—so that students become adept at applying these skills for a variety of purposes. This knowledge of craft in turn allows students to create their own responses to the texts they read.
  - By engaging with these lines of inquiry and repeatedly applying a series of strategies to multiple texts and curated fine art, students solidify their critical thinking skills, so they can transfer them to any future setting. Through a rigorous and careful design, students gain content knowledge and an awareness of how to read texts, write, speak, and listen.

Amber Charter School III, like Amber Charter School East Harlem and Kingsbridge, will utilize a range of supplementary materials, including but not limited to those described earlier in this response.

[28] Please see R-23b 4 Wit and Wisdom Teacher Implementation Guide.

## Mathematics

For each area in the GO Math! program[29], the curriculum provides essential ideas, standards, mathematical practices, essential questions and assessment opportunities. Below is a high-level overview of key content covered at each grade.

- Kindergarten: Numbers and operations, geometry and positions, measurements and data
- Grade 1: Operations and algebraic thinking, numbers and in base ten, measurement and data, geometry
- Grade 2: number sense and place value, addition and subtraction, measurement and data, geometry and fractions
- Grade 3: whole number operations, understanding fractions, measurement, geometry
- Grade 4: place value and operations with whole number, fractions and decimals, geometry, measurement and data
- Grade 5: fluency with whole numbers and decimals, operations with fractions, geometry and measurement

Lessons for grades 6 through 8 in LearnZillion Illustrative Mathematics[30] units are problem-based, follow the Five Practices framework, represent Universal Design for Learning and include both embedded supports and extensions for students who are ready.

- In grade 6, students study ratio and rate, learn to divide fractions by fractions, extend their understanding of number to include negative numbers, and understand and use variables.
- In grade 7, students extend concepts of rates and ratios to work with equivalent ratios and proportional relationships. Students expand their understanding of fractions to include all rational numbers and become comfortable working with and comparing expressions and equations. Throughout it all, students solve compelling mathematical and real-world problems.
- Grade 8 students tackle exciting new ideas and concepts in preparation for work in high school. They extend earlier understandings of proportional relationships to study linear relationships and work with linear equations in one and two variables. Among other things, they are also introduced to the idea of functions and have their first encounter with irrational numbers.

Amber Charter School III, like Amber Charter School East Harlem and Kingsbridge, will utilize a range of supplementary materials, including but not limited to those described earlier in this response.

## Science

Amber Charter School III will adopt ScienceFusion for kindergarten through 8th grade students. This program is blended learning solution, which provides classes flexibility for investigations as well as options for instruction, including write-in worktext, digital lessons, hands-on or virtual labs.

- Inquiry lessons (Grades K–5) and Labs (Grades 6–8) support every learner in print and online with three levels of differentiation: directed, guided, and independent inquiry.
- Digital lessons offer technology-enhanced questions with interactivity like drag and drop, match, and more.
- Inquiry Flip Charts (K–5) facilitate small-group, hands-on work. Lab Manuals (6–8) support the full range of labs with data sheets, safety notes, tips for modification, and more.

[29] Please see R-23b 5 GO Math! Scope and Sequence.

[30] Please see R-23b 6a, 6b 6c LearnZillion pacing guides.

ScienceFusion guides teachers to:

- Inspire investigative, scientific thinking: with abundant hands-on opportunities, both digital and offline, supported by Lab Manuals and Equipment Kits, students get engaged in investigating, asking questions, drawing conclusions, and sharing their findings—all key ingredients for learning that lasts.
- Build STEM and 21st-century skills: continual coverage of STEM topics throughout ScienceFusion—in lessons and labs, People and Careers in Science profiles, and the embedded technology and coding curriculum—builds students' excitement for further study and science-based careers.
- Advance nonfiction and science literacy skills: through multiple complementary components, students have plenty of opportunities to build their skills in reading nonfiction, writing about science, and understanding scientific concepts. Science & Engineering Leveled Readers offers high-interest topics in a range of reading levels. ScienceSaurus® Handbooks use illustration and clear explanations to support concepts. And write-in prompts in the print workbooks and online Student Editions promote writing and scientific thinking.
- Use multimodal tools to elevate learning for all: ScienceFusion's instructional options in a variety of learning modalities make it easier to teach and reinforce concepts, to promote deeper understanding, and to reach all learners in their unique learning styles. With two curriculum paths to choose from, teachers can enhance the print lessons with enriching video, simulations, and animations or choose an entirely digital path, depending on individual students' needs.

The ScienceFusion scope and sequence includes units that support learning about the nature of science, life science, earth science and physical science, as well as STEM.[31]

## Social Studies

Amber Charter School will invest in the McGraw Hill Networks social studies programs, as the two other schools have also done. Across the elementary grades, the content includes:

| Grade | Individual Development and Cultural Identity | Civic Ideals and Practices | Geography, Humans, and the Environment | Time, Continuity, and Change | Economic Systems |
|---|---|---|---|---|---|
| Kinder | K.1 Children's sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.<br>K.2 Children, families, and communities exhibit cultural similarities and differences.<br>K.3 Symbols and traditions help develop a shared culture and identity within the United | K.4 Children and adults have rights and responsibilities at home, at school, in the classroom, and in the community.<br>K.5 Rules affect children and adults, and people make and change rules for many reasons. | K.6 Maps and globes are representations of Earth's surface that are used to locate and better understand places and regions.<br>K.7 People and communities are affected by and adapt to their physical environment. | K.8 The past, present, and future describe points in time and help us examine and understand events. | K.9 People have economic needs and wants. Goods and services can satisfy people's wants. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs. |

[31] Please see R-23b 7 ScienceFusion scope and sequence.

| | | | | | |
|---|---|---|---|---|---|
| | States. | | | | |
| First | 1.1 Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.<br>1.2 There are significant individuals, historical events, and symbols that are important to American cultural identity. | 1.3 A citizen is a member of a community or group. Students are citizens of their local and global communities.<br>1.4 People create governments in order to create peace and establish order. Laws are created to protect the rights and define the responsibilities of individuals and groups. | 1.5 The location and place of physical features and man-made structures can be described and interpreted by using symbols and geographic vocabulary.<br>1.6 People and communities depend on and modify their physical environment in order to meet basic needs. | 1.7 Families have a past and change over time. There are different types of documents that relate family histories.<br>1.8 Historical sources reveal information about how life in the past differs from the present. | 1.9 People have many economic wants and needs, but limited resources with which to obtain them.<br>1.10 People make economic choices as producers and consumers of goods and services. |
| Second | 2.1 A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.<br>2.2 People share similarities and differences with others in their own community and with other communities. | 2.3 The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.<br>2.4 Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service. | 2.5 Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves. | 2.6 Identifying continuities and changes over time can help understand historical developments.<br>2.7 Cause-and-effect relationships help us recount events and understand historical development. | 2.8 Communities face different challenges in meeting their needs and wants.<br>2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants. |

| **Grade** | **Development, Movement, and Interaction of Cultures** | **Civic Ideals and Practices** | **Geography, Humans, and the Environment** | **Time, Continuity, and Change** | **Creation, Expansion, and Interaction of Economic Systems** |
|---|---|---|---|---|---|
| Third | 3.4 Communities share cultural similarities and differences across the world.<br>3.5 Communities from around the world interact with other people and communities and exchange cultural ideas and practices. | 3.6 Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments. | 3.1 Geographic regions have unifying characteristics and can be studied using a variety of tools.<br>3.2 The location of world communities can be described using geographic tools and vocabulary.<br>3.3 Geographic factors often | 3.8 Each community or culture has a unique history, including heroic figures, traditions, and holidays. | 3.9 Communities meet their needs and wants in a variety of ways, forming the basis for their economy.<br>3.10 Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get |

| | | | | | |
|---|---|---|---|---|---|
| | | 3.7 The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs. | influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs. | | what is produced? |

***Fourth grade focuses on New York State.***

- 4.1 GEOGRAPHY OF NEW YORK STATE: New York State has a diverse geography. Various maps can be used to represent and examine the geography of New York State.
- 4.2 NATIVE AMERICAN GROUPS AND THE ENVIRONMENT: Native American groups, chiefly the Iroquois (Haudenosaunee) and Algonquian-speaking groups, inhabited the region that became New York. Native American Indians interacted with the environment and developed unique cultures.
- 4.3 COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK: European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period.
- 4.4 TRANSPORTATION AND WESTWARD MOVEMENT: New York State played an important role in the growth of the United States. During the 1800s, people traveled west looking for opportunities. Improvements in transportation and technology allowed people and goods to move from east to west.
- 4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE: Different groups of people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War.
- 4.6 INDUSTRIALIZATION, IMMIGRATION, AND GROWTH: FROM THE EARLY1800S TO THE PRESENT: Economic activities in New York State are varied and have changed over time. Various individuals and groups have contributed to the growth and development of New York State.
- 4.7 GOVERNMENT: There are different levels of government within the United States and New York State. The purpose of government is to protect the rights of citizens and to promote the common good. The government of New York State establishes rights, freedoms, and responsibilities for its citizens.

***Fifth grade focuses on the Western Hemisphere.***

- 5.1 GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment.
- 5.2 EARLY PEOPLES OF THE AMERICAS: The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures.
- 5.3 COMPLEX SOCIETIES AND CIVILIZATIONS: Between 1100 BCE and 1500 CE, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions.
- 5.4 EUROPEAN EXPLORATION AND ITS EFFECTS: Various European powers explored and eventually colonized the Western Hemisphere. This had a profound impact on Native Americans and led to the transatlantic slave trade.

- 5.5 INDEPENDENCE MOVEMENTS: Beginning in the late 18th century, independence movements took place in the Western Hemisphere for a variety of reasons. These independence movements and their outcomes varied by location.
- 5.6 GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place.
- 5.7 ECONOMICS: The people of the Western Hemisphere have developed various ways
- to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other as well as with other countries around the world.
- 5.8 COMPARATIVE CULTURES: The populations of the countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. The nations of the Western Hemisphere have been participated in and benefited from international organizations that promote cultural understanding, peace and cooperation.

***Middle school students broaden their scope from the United States into the world***

- Discovering Our Past: A History of the United States
- Discovering Our Past: A History of the United States, Early Years
- Discovering Our Past: A History of the United States, Modern Times
- Discovering Our Past: A History of the World
- Discovering Our Past: A History of the World, Early Ages
- Building Citizenship: Civics and Economics
- Discovering World Geography

## Spanish

**Reading and Listening Benchmarks**

| Benchmark Level | Topics | Characteristics |
|---|---|---|
| NOVICE | • Self<br>• Calendar/Time<br>• Colors/Shapes<br>• Pets/Animals<br>• School/Classroom<br>• Weather/Seasons<br>• Clothing<br>• Food/Beverage<br>• Family/Friends<br>• Home<br>• Places/Geography<br>• Community<br>• Daily Routines<br>• Shopping/Stores<br>• Leisure/Activities | Students who are reading or listening at Novice proficiency are characterized by:<br>• Reliance of learned phrases and basic vocabulary<br>• Ability to recognize the purpose of basic texts<br>• Can understand a core of simple, formulaic utterances |
| INTERMEDIATE | • Health<br>• Holidays/Celebrations<br>• Occupations/Professions<br>• Transportation Travel/Vacations<br>• Future plans<br>• Culture<br>• Contemporary Issues<br>  • Current events<br>  • Economics<br>  • Literature<br>  • Science<br>  • Social Science<br>  • History<br>• *Plus more in-depth aspects of Novice topics* | Students who are reading or listening at Intermediate proficiency are characterized by:<br>• In reading, ability to understand the main ideas and explicit detail in everyday language<br>• Ability to use language knowledge to understand information in everyday materials<br>• Can follow short conversations and announcements on common topics and answer questions about the main idea and explicitly stated details |
| ADVANCED | • Arts<br>• Politics<br>• Religion<br>• Math<br>• *Plus more in-depth aspects of Novice and Intermediate topics* | Students who are reading or listening at Advanced proficiency are characterized by:<br>• Can understand and use language for straightforward informational purposes<br>• Can understand the content of most factual, non-specialized materials intended for a general audience<br>• Can understand the content of most spoken factual, non-specialized language |

**Writing and Speaking Benchmarks**

| Benchmark Level | Text Type Characteristics | Language Control |
|---|---|---|
| LEVEL 1 Novice-Low | Produces words in target language with no connection. Does not have enough vocabulary or the ability necessary to formulate even simple phrases to address the prompt. | Limited language control. Inability to create more than individual words. L1 (first language) influence may be strong. Errors are expected at this level, but the student must be able to produce at least two comprehensible words. |
| LEVEL 2 Novice-Mid | Language production is beyond individual words but clearly shows the lack of ability to construct more than phrases. May include one simple sentence, but incapable of showing more. | May make frequent errors, but usually comprehensible to a sympathetic reader/listener. L1 (first language) influence may be present. |
| LEVEL 3 Novice-High | Short, common expressions or memorized statements that may be combined together. Able to create at least 2 different simple sentences. | Good accuracy for high frequency expressions. Usually comprehensible to a sympathetic reader/listener. Grammatical (syntax, spelling, conjugation) errors are expected at this level but sentences must make sense to be acceptable. |
| LEVEL 4 Intermediate-Low | Variety of sentences that utilize different verbs to create independent thoughts, mostly composed of a recombination of learned simple sentences with added detail in the form or prepositional phrases and verbal phrases. | Good accuracy with formulaic sentences with some added detail. Errors may occur as student attempts higher level skills. Good Language Control is expected with the majority of the response. |
| LEVEL 5 Intermediate-Mid | Logical organization of ideas and flow of sentences or statements. Contains at least 2 unique and non-formulaic sentences intermixed with a variety of sentences creating 'groupings of sentences showing connectedness. | Good accuracy evident with possible errors that don't affect the overall meaning. Delivery may be somewhat choppy. May have repetitive use of concrete vocabulary with occasional use of expanding terms. Accuracy for complex sentences is emerging. |
| LEVEL 6 Intermediate-High | Able to demonstrate an Intermediate-High control of the language. Complexity is evident. Transition words and connectors are used correctly and efficiently a majority of the time to create a flow within the response. Groups of sentences focus on different aspects of the prompt and include transition words or phrases to introduce next concept. Does not have Advanced vocabulary or language to move into the Advanced level. | Response is well written and constructed. Intermediate-High sentence structures can be found throughout response. Demonstrates beginning ability to create a coherent response with increased use of complexity as well as transition words and phrases. No evidence of advanced vocabulary. |
| LEVEL 7 Advanced-Low | A paragraph response with advanced language with complexity, syntactical and grammatical control transitional words and phrases found within the text creating a natural flow. Demonstrates a connection of thoughts that create a coherent and extended discourse. | Language is error-free a majority of the time with familiar topics. If errors exist, they are patterned and do not hinder overall meaning. Delivery is mostly fluent with only occasional hesitancy. Some abstract and precise use of vocabulary and terms with familiar topics is evident. |
| LEVEL 8 Advanced-Mid/High | Variety of cohesive devices and organizational patterns are evident throughout response. Vocabulary is clear, specific and natural. Language is smooth and native-like in delivery and without noticeable errors. | Language is presented with limited errors, if any. Ability to create complex language using precise and extensive vocabulary. Control of the abstract as well as ease of use in idiomatic phrases and concepts. Clear sequential ordering evident (if required) and accurately follows target language conventions. |

## Art

Please reference the description of visual arts curriculum included earlier in this response (**R-06a**), which is based on the New York State Education Department *Guidance on Implementing The* New York State Revised Learning Standards for The Arts Summer 2017.

## Music

The components of the Kodály method include:

- **Movable "*Do*" Solfa:** Solfa (aka solfège) is a system for relative pitch ear training (i.e. recognizing and following the pitch of notes) which assigns a spoken syllable to each note in the scale.
- **Hand Signs:** The Kodály Method includes the use of hand signals during singing exercises to provide a visual aid for the solfa syllables. The height that the hand rests at while making each sign is related to the pitch, with "*do*" at waist level and "*la*" at eye level. The spatial distance between the hand signs of different pitches corresponds to the size of the interval. This even further reinforces the power of the solfa system in ear training; **the student associates each pitch not only with a memorable syllable, but also with a specific hand motion made at a specific level.**
- **Rhythm**: The Kodály approach provides a clear systematic way to think about and speak rhythms in music which very much complements the solfège system for pitch. Kodály exercises encourage the participants to aurally, visually, and physically engage with the rhythms they're playing.
- **Creativity and Collaboration:** The solfège and rhythm systems in Kodály teach clear systematic ways to understand pitch and rhythm, the musician is empowered to be creative and confident in music. The Kodály approach is a very human and social one, involving plenty of musical collaboration. From the earliest lessons, students are encouraged to perform together and play or sing duets, rounds, and other musical forms which allow both collaboration and creative improvisation.

## Physical Education

Please reference the description of physical education curriculum included earlier in this response (**R-06a**), which is based on the NYS Learning Standards for Health, Physical Education, and Family and Consumer Sciences.

## Technology

In the early grades, students may utilize a variety of digital solutions to strengthen math and literacy skills[32], extend their exposure to relevant science and social studies content and experiences and write. As they build their word processing and organizational skills, late elementary and middle grade students may utilize technology to prepare presentation, perform research, design and communicate.

### e. Promotion and Graduation Policy

Explain the school's policies for promoting students from one grade to the next including any early promotion. Include any provisions related to retention of students for a specified number of absences including any equating of tardies to absences. Address when and how the school will inform students and parents about promotion and graduation policies and decisions.
If the school will offer high school grades within the proposed charter term:
• Describe the types of diplomas the school will offer along with the credit and other requirements for each;
• Explain how students will meet the requirements set forth by New York State for the granting of each relevant type of diploma; and,
• Include any additional specific graduation requirements and the rationale for their selection.

**Amber Charter Schools Promotion Policy Guidelines (Revised June 10, 2015)**

The following criteria will be taken into consideration regarding promotional decisions.

Report Card
A student must score an average of a level 3 or higher in all of the core subjects combined, namely, Reading, Writing, Math, Science, and Social Studies, by the third trimester to be promoted.

If this criterion is not met, the following criteria will be taken into consideration regarding promotional decisions.

Terra Nova Assessment
A student must score on the Reading or Math Terra Nova Assessment at .8 of their present grade in the Grade Equivalent Score to be promoted.

Students with an IEP

[32] E.g. www.thinkcentral.com, www.myon.com, www.studyisland.com, www.abcya.com, www.learnzillion.com, www.Internet4classrooms.com, www.discoveryeducation.com, www.Bitstripsforschools.com, www.brainpop.com, www.khanacademy.com, www.teachingchanel.com, www.tvokids.com

Student must meet the promotional criteria as outlined in their IEP. Absent such criteria, school administration will take into consideration other academic and social/emotional factors to determine whether to promote a student.

English Language Learners
The student is deemed ready to succeed in the next grade with ESL support services.

**AND**

Attendance and Tardiness
Having more than TEN unexcused absences negatively contributes to a decision to promote a child. Note, three unexcused tardies equal one absence.

All final decisions regarding promotion will be determined by the Principal.

**f. Programmatic Audits**

Describe a plan of annual programmatic audits of the implementation and effectiveness of the school's education program. Programmatic audits should include an evaluation of the effectiveness of the school's academic program, governance, and operations. Note that the programmatic audit is not simply a cost/benefit audit as conducted by some school districts. The plan should include, but is not limited to, the:

- Purpose and objectives;
- Areas to be audited;
- Schedule of events;
- Responsible persons, which may include outside consultants;
- Description of written end product;
- How and to whom such written end product will be disseminated; and,
- Any plans to hire outside consultants to perform such audits.

Amber Charter School III has developed a draft Accountability Plan as part of the charter agreement with the Charter Schools Institute. This document, once finalized and submitted as per the Charter School Institute's timeline, will provide Amber Charter School III with specific goals and the measures that would be taken should performance fall below expectations. The Accountability Plan will include academic performance measures, including norm-referenced and criterion-referenced assessments, organizational viability, and measures of progress on any of the school's unique program features.

Specifically:

- Academic performance, including absolute measures (e.g., NYS assessments), growth measures of student cohort progress over time, and comparative measures with other schools particularly in the district in which Amber Charter School III will be located
- Organizational viability, including such measures as student attendance and enrollment, parent satisfaction surveys and involvement and financial statements

Amber Charter School III shall submit an Annual Report by August each year to the Charter Schools Institute and New York State Education Department. This report includes basic educational data and

student assessment results and progress made toward stated accountability goals. In addition, the school will also submit an Accountability Plan Progress Report on an annual basis.

This school also will also review, analyze and reflect upon the contents of the annual School Report Card, which typically shows the comparative academic and fiscal performance of the school and will also list the school's federal and state revenue sources, expenditures for salaries, capital expenses, and data for drop-out/attrition rates, student suspensions, standardized test results, student enrollment, students with limited English proficiency (LEP), and other required information

Information gathered for and provided in these documents will inform both classroom instruction and school-wide decision-making, including financial planning and personnel decisions.

Amber Charter School III may expect to undergo programmatic audits related to any federal entitlement grants and competitive public grants it receives, including but not limited to, Consolidated Title Funds, CSP and SSF grant funds. The purpose of these audits will be to ensure that the funds were used for the programs for which they were intended and/or services for the students to whom they were intended (i.e. Targeted students in the School's Targeted Assistance Program for Title Funds).

Further, the Amber Charter Schools Shared Support Team (“SST”), an internal management team, was created to oversee the operational and fiscal management of the Schools. The SST is structured to provide a variety of services including, but not limited to: financial management and oversight, talent management and recruiting, operations, leadership and administration, development, communications, community relations, student recruitment/admissions and policies and procedures.

## g. Draft Accountability Plan

Complete the Accountability Plan template available on the Institute's website at: www.newyorkcharters.org/reporting-requirements/accountability-plan-draft/. The web page includes additional detail to assist the applicant in drafting the required SUNY academic Accountability Plan. This Response should serve as a draft based on the applicant's understanding of the Institute's accountability requirements and align with the proposed school model. Institute staff will work with successful applicants in the school's first year of operation to finalize the plan.

**Amber Charter School III**
**Accountability Plan for the Charter Period 2020-21 to 2024-2025**

**Academic Goals**

### ENGLISH LANGUAGE ARTS

**Goal 1: All students at Amber Charter School III will become proficient readers and will make strong yearly progress towards mastery of English language reading skills.**

**Goal 1a: Absolute Measure**: Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts examination.

**Goal 1b: Absolute Measure:** Each year, the school's aggregate Performance Index (PI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

**Goal 1c: Comparative Measure**: Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State English language arts exam will be greater than that of all students in the same tested grades in the local school district.

**Goal 1d**: **Comparative Measure**: Each year, the school will exceed its predicted level of performance on the State English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

**Goal 1e**: **Growth Measure**: Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State English language arts exam and 75 percent at or above Level 3 on the current year's State English language arts exam. If a grade-level cohort exceeds 75 percent at or above level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

**Goal 1f**: **Optional Measure (Growth)**: Each year grade-level cohorts of students in grades K-2 will reduce by one-half the gap between their average NCE in the previous Spring on the Terra Nova, a nationally-normed reading test, and an NCE of 50 (i.e., grade level) in the current Spring. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show at least an increase in the current year.

## MATHEMATICS

**Goal 2: All students at Amber Charter School III will become proficient mathematicians and will make strong yearly progress towards mastery of mathematical skills.**

**Goal 2a: Absolute Measure**: Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

**Goal 2b: Absolute Measure:** Each year, the school's aggregate Performance Index (PI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

**Goal 2c: Comparative Measure**: Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State mathematics exam will be greater than that of all students in the same tested grades in the local school district.

**Goal 2d**: **Comparative Measure**: Each year, the school will exceed its predicted level of performance on the State mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

**Goal 2e**: **Growth Measure**: Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State mathematics exam and 75 percent at or above Level 3 on the current year's State mathematics exam. If a grade-level cohort exceeds 75 percent at or above level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

**Goal 2f**: **Optional Measure (Growth)**: Each year grade-level cohorts of students in grades K-2 will reduce by one-half the gap between their average NCE in the previous Spring on the Terra Nova, a nationally-normed mathematics test, and an NCE of 50 (i.e., grade level) in the current Spring. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show at least an increase in the current year.

## SCIENCE

**Goal 3: All students at Amber Charter School III will become proficient in science and will make strong yearly progress towards mastery of scientific skills.**

**Goal 3a: Absolute Measure**: Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.

## ESSA

**Goal 5: Under the state accountability system, the school's Accountability Status will be "Good Standing" each year.**

**OPTIONAL GOALS**

## PARENT SATISFACTION

**Goal 6: Amber Charter School III will maintain strong parent interest.**

**Goal 6a: Absolute Measure:** Each year, parents will express satisfaction with the school program, based on the school's Parent Survey in which at least two-thirds of *all* parents provide a positive response to each of the survey items.

**Goal 6b: Absolute Measure:** Each year 90 percent of the parents will participate in Parent Teacher Conferences.

## STUDENT SATISFACTION

**Goal 7: Amber Charter School III will maintain strong student enrollment, interest and engagement.**

**Goal 7a: Absolute Measure:** Each year, the school will have a daily student attendance rate of 95 percent.

## LEGAL COMPLIANCE

**Goal 8: Amber Charter School III will be in legal compliance.**

**Goal 8a: Absolute Measure:** Each year, the school will generally and substantially comply with all applicable laws, rules and regulations, including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act, and the provisions of its by-laws and charter.

**Goal 8b: Absolute Measure**: Each year, the school will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.

**Goal 8c**: **Absolute Measure**: Each year, the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.

## FISCAL SOUNDNESS

**Goal 9: Amber Charter School III will make sound decisions and effective, responsible use of financial resources to maximize student learning.**

**Goal 9a: Absolute Measure:** Each year, the school will operate on a balanced budget meaning actual revenues will equal or exceed actual expenses.

**Goal 9b: Absolute Measure:** Beginning with the school's first operating year, at the end of each fiscal year, unrestricted net assets will be equal to or exceed two percent of the school's operating budget for the upcoming year.

**Goal 9c: Absolute Measure:** Each year, the school will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED, or the Institute.

### a. School Calendar

Provide a copy of the school's proposed calendar for its first year of operation that clearly articulates:

- Total number of days of instruction for the school year including whole and half days;
- Total number of hours of instruction for the school year including and not including additional instructional time such as tutoring;
- First and last day of classes;
- Organization of the school year (i.e., semesters, trimesters, quarters, etc.);
- All planned holidays and other days off, as well as planned half days; and,
- Dates for summer school, orientation, and other activities outside of the core academic calendar, if planned.

Provide a narrative to explain any aspects of the calendar that are not evident on the 1st year calendar or where further explanation is necessary.

The Amber Charter School III calendar will be the same as Amber Charter School East Harlem and Kingsbridge, which both generally follow the NYCDOE school calendar with regards to holidays and vacations. Teachers start a week before students in order to participate in Summer Institute for planning and professional development.

**First day of school**: September 8, 2020
**Last day of school**: June 24, 2021
**Total instructional days**: 180
**Total PD days**: 14 (6 are ½ days)
**Total family conference days**: 2
**Total days of supplementary programming**: 10 Saturday Academy days

## Proposed 2020-2021 School Calendar

**Events and Holidays**

August:
17-28 5th/6th Grade Orientation
31 Summer Institute
September:
1-4 Summer Institute
7 Labor Day
8 School Year Begins
18/19: Rosh Hashanah
28 Yom Kippur
October:
12 Columbus Day
30 PD ½ Day
November:
11 Veteran's Day
24 PTC ½ Day
25 PD ½ Day
26-27 Thanksgiving
December:
23-31 Winter Break
January:
1 Winter Holiday
9,16,23,30 Saturday Academy
18 MLK Day
29: PD ½ Day
February:
6,13,20 Saturday Academy
15 President's Day
22-26 Winter Recess
March:
5,12,19 Saturday Academy
24: PTC ½ Day
28-31 Spring Break
April:
1 Spring Break
29: PD ½ Day
May:
27: PD ½ Day
30 Memorial Day
June:
24 School Year Ends

**July**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |

**August**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

**September (14)**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

**October (21)**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

**November (18)**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

**December (16)**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

**January (19)**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

**February (15)**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | | | | | |

**March (19)**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

**April (20)**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

**May (21)**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

**June (18)**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

*Number of days of instruction may differ depending on factors such as snow days.

**2. Sample Student Schedule**

For each division of the school (e.g., lower elementary, upper elementary, middle, and high), provide the following for a typical week of instruction:

- A narrative describing the typical school day (including the approximate start and dismissal times and any regular variations; for example, one day a week early dismissal for teacher professional development), components of the school day devoted to core academics; components of the school day devoted to before or after school electives; and, remediation or other non-core academic components of the proposed school design;
- A table that clearly identifies the minimum number of weekly minutes the school will devote to core academic subjects in each grade, i.e., ELA, mathematics, science, and social studies, and the total number of all instructional minutes the school would offer per week (exclusive of lunch, recess, study hall, etc.); and,
- A sample student schedule for a typical week.

**ELEMENTARY GRADES K-4**

**School start time**: 7:45 (8:10 am academics)
**School end time**: 3:10 pm (2:55 academics) Monday, Wednesday, Friday
3:45 pm (3:40 academics) Tuesday, Thursday

**Total hours of core academic instruction per day**:
6 hours on Mondays, Wednesdays and Fridays / 6 hours and 45 minutes on Tuesdays and Thursdays

**Sample 1st Grade Student Schedule**

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **7:45-8:10** | Arrival/Breakfast | Arrival/Breakfast | Arrival/Breakfast | Arrival/Breakfast | Arrival/Breakfast |
| **8:10-8:20** | Morning Routines | Morning Routines | Morning Routines | Morning Routines | Morning Routines |
| **8:20-9:50** | Math | Math | Math | Math | Math |
| **9:50-11:25** | Literacy | Literacy | Literacy | Literacy | Literacy |
| **11:25-12:10** | Lunch/Recess | Lunch/Recess | Lunch/Recess | Lunch/Recess | Lunch/Recess |
| **12:10-12:55** | Music/Art | Music/Art | Music/Art | Music/Art | Music/Art |
| **12:55-1:40** | Science | Social Studies | Science | Social Studies | Science (Lab) |
| **1:40-2:25** | PE/Tech | Spanish | PE/Tech | Spanish | |
| **2:25-2:55** | Independent Writing | Independent Reading | Independent Writing | Independent Reading | Independent Writing |
| **2:55:3:10** | Dismissal | RTI ELA | Dismissal | RTI Math | Dismissal |
| **3:10-3:40** | | | | | |
| **3:40-3:45** | | Dismissal | | Dismissal | |

**Sample 1st Grade Instructional Minutes**

| Academic Focus | Daily M/W/F | Daily T/R | Total Per Week |
|---|---|---|---|
| Morning Routines | 10 (30) | 10 (20) | 50 |
| Literacy | 95 (285) | 95 (190) | 475 |
| Independent Reading/Writing | 30 (90) | 30 (60) | 150 |
| RTI ELA | | 45 (45) | 45 |
| Mathematics | 90 (270) | 90 (180) | 450 |
| RTI Math | | 45 (45) | 45 |
| Social Studies | | 45 (90) | 90 |
| Science | 45/45/90 (180) | | 180 |
| Spanish | | 45 (90) | 90 |
| Music or Art | 45 (135) | 45 (90) | 225 |
| PE or Tech | 45/45 (90) | | 990 |
| Totals | 1080 min<br>360 min, 6 hr/day | 810 min<br>405 min, 6.75 hr/day | 1890 min/wk |

**MIDDLE GRADES 5-8**

**School start time**: 8:30 am
**School end time**: 3:30 pm (3:20 academics) Monday, Wednesday, Friday
4:05 pm (3:55 academics) Tuesday, Thursday

**Total hours of core academic instruction per day**:
6 hours and 28 minutes on Mondays, Wednesdays and Fridays / 6 hours and 45 minutes on Tuesdays and Thursdays

**7th Grade Sample Student Schedule**

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **8:10-8:30** | Arrival/Breakfast | Arrival/Breakfast | Arrival/Breakfast | Arrival/Breakfast | Arrival/Breakfast |
| **8:30-9:00** | Advisory | Advisory | Advisory | Advisory | Advisory |
| **9:00-10:05** | Humanities | Humanities | Humanities | Humanities | Humanities |
| **10:05-11:10** | Math | Math | Math | Math | Math |
| **11:10-11:55** | Independent Reading/Writing | Independent Reading/Writing | Independent Reading/Writing | Independent Reading/Writing | Independent Reading/Writing |
| **11:55-12:30** | Lunch/Recess | Lunch/Recess | Lunch/Recess | Lunch/Recess | Lunch/Recess |
| **12:30-1:35** | Spanish | Music/PE/ Art/Tech | Spanish | Music/PE/ Art/Tech | Spanish |
| **1:35-2:40** | Science | Social Studies | Science (Lab) | Social Studies | Science |
| **2:40-3:20** | Leveled RTI/Advanced ELA | STEAM Academic Enrichment | | STEAM Academic Enrichment | Leveled RTI/Advanced Math |
| **3:20-3:30** | Dismissal | | Dismissal | | Dismissal |
| **3:30-3:55** | | | | | |
| **3:55-4:05** | | Dismissal | | Dismissal | |

**Sample 7th Grade, Instructional Minutes**

| Academic Focus | Daily M/W/F | Daily T/R | Total Per Week |
|---|---|---|---|
| Advisory | 30 (90) | 30 (60) | 150 |
| Humanities | 65 (195) | 65 (130) | 325 |
| Independent Reading/Writing | 40 (120) | 40 (80) | 200 |
| RTI ELA | 40 (40) | | 40 |
| Mathematics | 65 (195) | 65 (130) | 325 |
| RTI Math | 40 (40) | | 40 |
| Social Studies | | 65 (130) | 130 |
| Science | 65/105/65 (235) | | 235 |
| Spanish | 65 (195) | | 195 |
| Music, Art, PE, and/or Tech | | 65 (130) | 130 |
| Academic Enrichment | | 75 (150) | 150 |
| Totals | 1110<br>370 min, 6.17 hr/day | 810<br>405 min, 6.75 hr/day | 1920 min/wk |

### 3. Sample Teacher Schedule

For each division of the school provide a sample teacher schedule for a typical week of instruction including:

- Length of teachers' work day;
- Time devoted to core teaching assignments, planning, and other activities; and,
- A brief scenario describing a typical teacher day and week.

**ELEMENTARY GRADES K-4**

**Work start time**: Monday-Friday 8:00 (7:45 student arrival, 8:10 am academics)
**Work end time**: Monday/Friday: 4:00, Wednesday: 4:00 (3:10 student dismissal, 2:55 academics)
Tuesday/Thursday: 4:00 (3:45 student dismissal, 3:40 academics)

**Sample 1st Grade Teacher Schedule**

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **8:00-8:10** | Arrival/PREP | Arrival/ PREP | Arrival/PREP | Arrival/ PREP | Arrival/ PREP |
| **8:10-8:20** | Morning Routines | Morning Routines | Morning Routines | Morning Routines | Morning Routines |
| **8:20-9:50** | Math | Math | Math | Math | Math |
| **9:50-11:25** | Literacy | Literacy | Literacy | Literacy | Literacy |
| **11:25-12:10** | Lunch | Lunch | Lunch | Lunch | Lunch |
| **12:10-12:55** | PREP | PREP | PREP | PREP | PREP |
| **12:55-1:40** | Science | Social Studies | Science | Social Studies | Science (Lab) |
| **1:40-2:25** | Social Studies | Team PREP/PLANNING | Team PREP/PLANNING | Team PREP/PLANNING | |
| **2:25-2:55** | Independent Writing | Independent Reading | Independent Writing | Independent Reading | Independent Writing |
| **2:55:3:10** | Dismissal | RTI ELA | Dismissal | RTI Math | Dismissal |
| **3:10-3:40** | 3:15 Departure | | Staff PD | | 3:15 Departure |
| **3:40-3:45** | | Dismissal | | Dismissal | |
| **3:45-4:00** | | 3:50 Departure | | 3:50 Departure | |
| **4:00** | | | 4:00 Departure | | |

**Sample 1st Grade Teacher Instructional Minutes**

| Academic Focus | Daily M/W/F | Daily T/R | Total Per Week |
|---|---|---|---|
| Morning Routines | 10 (30) | 10 (20) | 50 |
| Literacy | 95 (285) | 95 (190) | 475 |
| Independent Reading/Writing | 30 (90) | 30 (60) | 150 |
| RTI ELA | | 45 (45) | 45 |
| Mathematics | 90 (270) | 90 (180) | 450 |
| RTI Math | | 45 (45) | 45 |
| Social Studies | 45 (45) | 45 (90) | 135 |
| Science | 45/45/90 (180) | | 180 |
| Total Instructional Time | 900<br>300 min/day, 5.99 hr/day | 630<br>315 min/day, 5.25 hr/day | 1530 |

**Sample 1st Grade Teacher Prep and Professional Development Minutes**

| Focus | Daily M/W/F | Daily T/R | Total Per Week |
|---|---|---|---|
| Morning Independent PREP | 10 (30) | 10 (20) | 50 |
| Afternoon Independent PREP | 45 (135) | 45 (90) | 225 |
| TEAM PREP/PLANNING | 45 (45) | 45 (90) | 135 |
| Staff PD | 50 (50) | | 50 |
| Totals | 260 min<br>86.70 min/day, 1.44 hr/day | 200 min<br>100 min/day, 1.67 hr/day | 460 min/wk |

**MIDDLE GRADES 5-8**

**Work start time**: Monday-Friday 8:15 (8:10 student arrival, 8:30 am academics)
**Work end time**: Monday: 4:20, Wednesday/Friday: 3:35 (3:30 student dismissal, 3:20 academics)
Tuesday/Thursday: 4:10 (4:05 student dismissal, 3:55 academics)

**7th Grade Sample Humanities Teacher Schedule**

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **8:15-8:30** | Arrival/PREP | Arrival/PREP | Arrival/PREP | Arrival/PREP | Arrival/PREP |
| **8:30-9:00** | Advisory | Advisory | Advisory | Advisory | Advisory |
| **9:00-10:05** | Humanities, Section 1 | Humanities, Section 1 | Humanities, Section 1 | Humanities, Section 1 | Humanities, Section 1 |
| **10:05-11:10** | Humanities, Section 2 | Humanities, Section 2 | Humanities, Section 2 | Humanities, Section 2 | Humanities, Section 2 |
| **11:10-11:55** | PREP | PREP | PREP | PREP | PREP |
| **11:55-12:30** | Lunch | Lunch | Lunch | Lunch | Lunch |
| **12:30-1:35** | Humanities, Section 3 | Humanities, Section 3 | Humanities, Section 3 | Humanities, Section 3 | Humanities, Section 3 |
| **1:35-2:40** | Humanities, Section 4 | Humanities, Section 4 | Humanities, Section 4 | Humanities, Section 4 | Humanities, Section 4 |
| **2:40-3:20** | Leveled RTI/Advanced ELA | Team PREP/PLANNING | PREP | Team PRE/PLANNING | PREP |
| **3:20-3:30** | Dismissal | STEAM Academic Enrichment | Dismissal | STEAM Academic Enrichment | Dismissal |
| **3:30-3:55** | 3:35 Departure | | Staff PD | | 3:35 Departure |
| **3:55-4:05** | | Dismissal | | Dismissal | |
| **4:05-4:20** | | 4:10 Departure | | 4:10 Departure | |
| **4:20** | | | 4:20 Departure | | |

**Sample 7th Grade Literacy Teacher, Instructional Minutes**

| Academic Focus | Daily M/W/F | Daily T/R | Total Per Week |
|---|---|---|---|
| Advisory | 30 (90) | 30 (60) | 150 |
| Humanities, Section 1 | 65 (195) | 65 (130) | 325 |
| Humanities, Section 2 | 65 (195) | 65 (130) | 325 |
| Humanities, Section 3 | 65 (195) | 65 (130) | 325 |
| Humanities, Section 4 | 65 (195) | 65 (130) | 325 |
| RTI ELA | 40 (40) | | 40 |
| Academic Enrichment | | 35 (70) | 70 |
| Totals | 910<br>303.33 min/day, 5.05 hr/day | 650<br>325 min/day, 5.41 hr/day | 1560 min/wk |

**Sample 7th Grade Humanities Teacher Prep and Professional Development Minutes**

| Focus | Daily M/W/F | Daily T/R | Total Per Week |
|---|---|---|---|
| Morning Independent PREP | 15 (45) | 15 (30) | 75 |
| Afternoon Independent PREP | 45 (135) | 45 (90) | 225 |
| TEAM PREP/PLANNING | 40 (80) | 40 (80) | 160 |
| Staff PD | 50 (50) | | 50 |
| Totals | 310 min<br>103.3 min/day, 1.72 hr/day | 200 min<br>100 min/day, 1.67 hr/day | 510 min/wk |

## 8. Specific Populations

### a. Struggling Students

Discuss the school's methods and strategies for identifying and serving students who are struggling academically and at risk of academic failure including:

• How the school will determine and identify which students are struggling including within the context of a Response to Intervention ("RTI") program. The applicant should clearly define the term "struggling student" as it would be applied in the school;

• The strategies, programs, and resources (including personnel) the school will devote to assisting struggling students both within general education classrooms and in other settings, e.g., planning time, small group instruction, tutoring, targeted assistance, technology, staff and consultants, etc.;

• Any research or evidence that supports the appropriateness of the proposed approach; and,

• The process that the school will use to evaluate the efficacy of the program and ensure that the school is meeting the needs of these students.

From its inception, Amber Charter Schools have worked to create inclusive environments. The heart of inclusion is ensuring that "all children learn together in the same schools and the same classrooms, with the services and supports necessary so they can be successful" (Kochbar, p. 8). Amber Charter Schools East Harlem and Kingsbridge achieve this by ensuring that all students participate in all aspects of school life together. The same commitment, staffing and approach will be replicated and expanded upon at Amber Charter School III.

Amber Charter School III pledges to meet the diverse academic, social, physical and emotional needs of all students. All Amber Charter Schools achieve this through its rigorous core educational program and by providing targeted interventions. Teachers receive professional development on creating a variety of accommodations to support students at-risk, and on differentiating instruction in order to ensure multiple entry points and enrich learning for all. Staff developers and consultants provide professional development during the summer institute, and they, along with on-site intervention teachers, embed opportunities throughout the school year as well.

RtI is a school-wide prevention framework, designed to shore up the skills and content knowledge of students at risk, and help them avoid learning struggles in the future. This approach is reflective of the Amber Charter Schools' core belief that every student can achieve grade level learning standards. Alternatively, the more traditional deficit model functions as a pre-referral strategy for students who have not responded to instruction, and who are likely to be referred for special education support. Our goal is to focus on moving students "up" the tiers towards not needing additional intervention, versus shifting them "down" into more intense tiers over time. Embracing this vision for the RtI framework represents the collective growth mindset we will value.

A meta-analysis of RtI research found that there were both systemic effects at schools, such as reductions in special education referrals, and positive effects on student outcomes[1] This meta-analysis, as well evidence from additional research[2], suggests that RtI is an effective practice.

---

[1] Burns, M. K., Appleton, J. J., & Stehouwer, J. D. (2005). Meta-analysis of response-to-intervention research: Examining field-based and research-implemented models. *Journal of Psychoeducational Assessment, 23,* 381–394.

[2] Marston, D., Muyskens, P., Lau, M., & Canter, A. (2003). Problem-solving model for decision making with high-incidence disabilities: The Minneapolis experience. *Learning Disabilities Research & Practice, 18*(3), 187–200. McNamara, K., & Hollinger, C. (2003). Intervention-based assessment: Evaluation rates and eligibility findings. *Exceptional Children, 69,* 181–194. VanDerHeyden, A. M., Witt, J. C., & Gilbertson, D. A. (2007). Multi-year evaluation of the effects of a response to intervention (RTI) model on identification of children for special education. *Journal of School Psychology, 45,* 225–256.

Experts recommend that screening tools should be evidence-based, reliable and valid and that the core curriculums utilized with all students are high quality and standards-aligned. For students who are categorized in Tier II, researchers have determined that using explicit and systematic instruction in small groups of no more than 5 students is the most effective approach.[3] [4] Focusing on foundational reading and underlying skills and structures for both math and reading, versus simply providing extra reading time or general skill practice, is key for both Tier II and III. Finally, Burns and colleagues[5] indicated that Tier III interventions should be "(a) highly targeted, (b) provide an appropriate level of challenge for the individual student, (c) explicitly teach a specific skill, (d) allow many opportunities to respond, and (e) provide immediate corrective feedback for an individual student."

**Staffing**

- A Special Education Coordinator serves as the primary liaison to district CSE, coordinates special education child find, IEP development and review processes, supervises special education teachers and provides professional development. Prior to this Coordinator being hired, Staff Developers will oversee these efforts in close coordination with key members of the EdCorp's Shared Services Team.
- Special education-trained teachers provide SETSS and targeted academic intervention for those students with identified learning disabilities and who are designated as at-risk.
- Teacher Assistants are in every classroom from kindergarten to second grade, and tutors in grades 3-8, to allow teachers to more effectively differentiate instruction for struggling students, students with disabilities and English Language Learners, as well as high achieving students.
- Counseling is provided by a guidance counselor/social worker for students who are mandated for counseling or deemed to be at-risk for socio-emotional needs.
- A speech therapist supports students mandated for these services and conducts informal assessments of students who may be suspected of requiring speech therapy.
- Amber Charter School III staff arrange for students to receive occupational and physical therapy services outside the school premises.

**Academic Response to Intervention**

A three-tier RtI (Response to Intervention) pyramid model is used as a framework to determine the intervention services needed to support all struggling students, students with disabilities and English Language Learners. Within this model the entire student body is provided with a foundationally-strong curriculum, effective instruction and positive behavioral supports.

***Tier 1: Universal: Majority of the student population.***

This tier is the core program that is offered to all students, with modified and differentiated instruction provided to address student variability.

Students who are demonstrating any difficulties mastering the skills, concepts and strategies taught will receive additional support within the classroom. These efforts may include:

- Pre-teaching or re-teaching on an individual or small group basis, during independent work time

[3] Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., et al. (2009a). *Assisting students struggling with reading: Response to intervention and multi-tier intervention in primary grades.* Washington, DC: U.S. Department of Education Institute of Educational Sciences.

[4] Elbaum, B., Vaughn, S., Hughes, M., & Moody, S. (2000). How effective are one-to-one tutoring programs in reading for elementary students at risk for reading failure? A meta-analysis of the intervention research. *Reading Research Quarterly, 92,* 605–619.

[5] Burns, M. K., VanDerHeyden, A. M., & Boice, C. H. (2008). *Best practices in delivery intensive academic interventions*. In A. Thomas & J. Grimes (Eds.) Best practices in school psychology (5th ed.). Bethesda, MD: National Association of School Psychologists.

- Modifying student lesson materials or the providing supplementary supports (e.g. math manipulatives, personal word walls)
- Conferring
- Scaffolding
- Changing the physical environment (e.g., seat near teacher, seat near peer, seat near whiteboard, reducing visual barriers and distractions, establish boundaries or travel patterns with tape, etc.)
- Changing the instructional group
- Partnering with parents/guardians to suggest techniques for working with the child at home, or to discuss health concerns (e.g., hearing, vision, medical)
- Using alternative curriculum materials and/ or teaching methods
- Using curriculum adaptations (e.g., rephrase or rewrite directions)
- Presenting questions to ensure understanding
- Presenting concepts in small segments of time;
- Use of integrated sensory approaches to address different learning styles, etc.
- Providing opportunities for peer/cross age tutoring
- Implementing behavior management techniques (e.g., menu of alternative tasks, limiting choices to reduce frustration, utilizing kinesthetic reminders, providing opportunities for success, scheduling private "teacher talk" times, etc.)
- Targeted use of related technology programs
- Stations, centers and kits
- Differentiated lessons (group, pair or independent instruction, assignments, scaffolds)
- Differentiated homework
- Small group work, focused on specific skills or standards

***Tier 2: Supplemental and Targeted: Small portion of the student population.***
This tier includes more intensive and targeted interventions. Students are identified based on low level performance on standardized tests (NYS, Terra Nova), low reading level, based SRI/DRA assessments, and/or teacher recommendation. These interventions supplement the general education curriculum, and may be designed as small group instruction, targeted tutoring, after school tutoring, Title I Reading, and/or Saturday Academy. The duration of these interventions is usually short term, depending on the results as evidenced by the assessment data. Students can be grouped for an intervention as long as the deficit area for all in the group is similar, and the intervention is appropriately targeted. Students who progress well at this level may return to Tier 1 while those who do not demonstrate sufficient progress may be recommended for a new intervention. If the Child Study Team determines a more intensive intervention is needed, they may be referred to Tier III. Examples of supplemental supports for students who are categorized within Tier II are listed below:

Grades K- 4:

- Small group, targeted skill instruction, at least twice a week, led by the special education teacher, assistant teachers (K-2) or tutors (3-4) who are strategically assigned to students.
- After-school small group instruction, provided by teachers.
- In grades 1 & 2, Saturday Academy (4 hours, January - June), focused on remediation (and test preparation for grades 3-4).

Grades 5-8:

- Small group and one-on-one targeted skill instruction, from two to five days a week, provided by the special education teacher, and tutors who are strategically assigned to students.
- After-school small group instruction, provided by teachers.

- Saturday Academy (4 hours, January-June) focused on remediation and test preparation

***Tier 3: Intensive: Smallest portion of the student population.***
This tier is for that very small percentage of students for whom intensive, and often personalized, interventions are needed. Students categorized in Tier III tend to be more likely to be formally identified as having a disability, and/or have academic challenges that have not been responsive to Tier I and TIer II intervention efforts. `Examples of intensive supports for students who are categorized within Tier III are listed below:

Grades K- 8:
- Individual, targeted skill instruction, provided by certified special education teachers
- Individual, targeted services such as counseling, speech, occupational or physical therapy
- External services arranged by member(s) of the Child Study Team

**Examples of Curriculum Resources Utilized at each Tier**

| **Tier** | **Literacy**<br>(Journeys, Wit and Wisdom) | **Mathematics**<br>(Go Math! and Illustrative Mathematics) |
|---|---|---|
| **Tier I Universal** | The core program, with classroom modifications and differentiations | |
| **Tier II Supple-mentary** | Additional targeted instruction for students. Additional materials used are including but not limited to Journeys Write-in Reader (an engaging reading selection that connects to the main topic; an interactive worktext that reinforces the week's vocabulary and comprehension; opportunity for student interaction), to build foundational skills for reading more complex texts, and an online audio version and follow-up text. | Additional targeted instruction for students. In GO Math!, every lesson offers materials with focused hands-on activities, print support, and a comprehensive online intervention solution. Teachers select instructional strategies and resources to specifically align with student's level of understanding and preferred learning style. |
| **Tier III Intensive** | Additional interactive lessons specifically focused on building skills in phonics, vocabulary, comprehension, and fluency. | Additional activities and materials to scaffold and reinforce the skills that are needed to sustain each student's continued learning. |

**Progress Monitoring**

Amber Charter School III will closely track struggling students over time to monitor their learning and progress. Amber Charter Schools' data warehouse, Pearson INFORM's PowerSchool, allows for tracking the efficacy of interventions over time. This data is analyzed at child study, grade level, and instructional leadership team meetings to ensure that all students are making progress. If growth is slow or non-existent, interventions will be further modified to better meet the needs of the students. On a yearly basis, the data specialist, or other member of the instructional leadership team, will conduct an analysis of all intervention programs used in the school to determine which interventions programs were most effective and should be continued in the following year.

The tools used by teachers and instructional leaders to both identify students who require new or adjusted interventions, and assess student progress over time, include:
- Developmental Reading Assessment (DRA) for Kindergarten – 2nd grade
- Scholastic Reading Instrument [SRI] for reading placement every 6-8 weeks

- 1st and 2nd Interim Assessments in ELA and Math
- BRIGANCE Assessment upon request
- Teacher observation
- In class weekly formative assessments

Weekly disaggregated assessment data allows for immediate interventions of students in need by identifying skills not mastered. Teachers as well as intervention specialists respond quickly and with laser focus. The Benchmark Assessments trigger intervention programs such as Saturday Academy; After School tutoring; small groups; and targeted tutoring.

**Title I Services**

Students who have been retained or are reading below grade level in grades kindergarten to second grade receive Title I Reading services at least twice a week. Assistant teachers and tutors work with students in groups no larger than six to help them gain the necessary skills to become fluent readers. A strong focus on phonics, decoding strategies, and comprehension skills is taken. Wilson Fundations, Orton-Gillingham, and core literacy curriculum materials are used.

Students are assessed at each trimester to determine if they need to continue receiving this intervention. Kindergarteners are added after the first trimester assessments. When students meet proficiency [reading at grade level], they are no longer pulled out for this intervention.

**b. Students with Disabilities**

Discuss the school's methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations. Please refer to Appendix B – Assurances Regarding the Provision of Special Education Services when creating this response as, if approved, the final charter will incorporate the assurances found in this document. Include:

• A statement agreeing to abide by all of the assurances found in Appendix B of this RFP – Special Education Assurances;

• The process for identifying students with disabilities (child find), especially within the context of the school's RTI process;

• The resources, personnel (including administrative responsibilities), direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching ("CTT"), Special Education Teacher Support Services ("SETSS"), speech therapy, physical therapy, occupational therapy, counseling, planning time, instructional materials, technology, professional development, staff and consultants, etc.);

• The services or settings that will be provided by the school district of the student's residency or through a third-party contract (pursuant to the Act);

• Any research or evidence that supports the appropriateness of the school's approach to serving students with disabilities;

• The process for coordination between general education teachers and special education teachers or service providers;

• The process that will be used to monitor the achievement and progress of students with disabilities; • The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met; and,

• Specific professional development for identifying, supporting, and evaluating the progress of special education students including the implementation of RTI and behavioral intervention plans ("BIPs") in the classroom.

Amber Charter School III agrees to abide by all the special education assurances found in Appendix B of the 2019 SUNY RFP. Amber has on staff a Special Education Coordinator who coordinates, monitors and oversees the services provided to all students with an IEP. The coordinator is the liaison with the CSE, communicates with parents, sits on the Child Study Team, meets weekly with administration, and regularly with instructional staff and parents. At the school level the Assistant Principal will work with the Special Education Coordinator to facilitate services and monitor delivery of services.

If students with disabilities qualify for Tier II or Tier III RtI academic intervention, they will receive this support in addition to any and all mandated services as indicated on their Individual Educational Plan (IEP), such as SETSS, counseling, speech, occupational therapy, physical therapy, and testing accommodations.

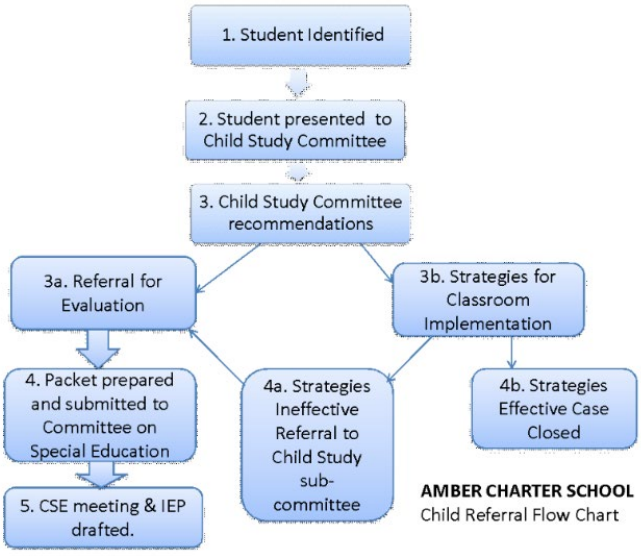
Students with disabilities are held to the same standards as general education students. However, based on evaluations made by CSE, a recommendation can be made that students meet a modified promotional criterion, which will be indicated on the IEP.

Students to be evaluated for special education services go through a process described below:

**Child Study Referral Process**

1. Step 1: Student Identified
    a. Student identified for referral by any of the following persons:
        i. Parent
        ii. Classroom teacher
        iii. Specialist
        iv. Assistant Principal
        v. Principal
        vi. Guidance Counselor/School Social Worker
        vii. Special Education Coordinator
    b. Student identified through test scores, class work, behavior, and RtI intervention strategies.
    c. Child Study Referral Form is completed and submitted to Chair of Child Study Committee.
2. Step 2: Child Study Committee Meeting
    a. Meeting called by Chair
    b. Members of Committee:
        i. Guidance Counselor/School Social Worker (Chair)
        ii. Special Education Coordinator
        iii. SETSS Teacher
        iv. Title One Reading Teacher
        v. Assistant Principal
        vi. Teachers
        vii. Principal
3. Step 3: Child Study Committee Recommendations
    a. Referral for Evaluation [Committee on Special Education/Private]
    b. Special Education Coordinator takes over the case.
    c. Strategies to be implemented in-house
    d. Committee member is assigned to monitor the case.

4. Step 4: Review of Case
    a. Strategies Ineffective: Referral to Child Study Sub-Committee
    b. Sub-committee:
        i. Chair of Child Study Committee
        ii. Committee member monitoring case
        iii. Teacher of student
    c. Strategies Effective: Case closed.
5. Step 5: Committee on Special Education Meeting
    a. Teacher completed CSE initial referral with Principal's signature is presented.
    b. Attendance at meeting:
        i. Parents
        ii. Special Education Coordinator
        iii. Student's Teacher
        iv. SETSS Teacher
        v. Assistant Principal [Optional]
    c. Individualized Education Plan [IEP] drafted
    d. Parents sign-off/reject IEP




For students with disabilities who receive SETSS, a different reading program may be used if deemed appropriate. The Corrective Reading Program teaches students how to find meaning when they read by the use of repetitive, echo and choral reading. Also available will be the Wilson Fundations program and the Orton-Gillingham program.

Bi-weekly meetings will be held between the classroom teacher and the intervention teacher to review the progress of each student and plan appropriate next steps for student growth. The Special Education Coordinator will ensure that these meetings take place.

If the results of the majority of the Special Education students in the Terra Nova Reading and Math assessments are not in the 40$^{th}$ percentile [average range is: 25-75] then Amber will strongly consider hiring another intervention teacher to focus on the content area of most need.

**c. English Language Learners**

Discuss the school's methods and strategies for identifying and serving ELLs in compliance with all federal laws and regulations including:

• The process for identifying students whose first language is not English and the methods for determining the scope of assistance that these students may need including how the school will ensure that they are not inappropriately identified as students with special education needs;
• The approach, resources, and personnel (including qualifications and reflecting associated administrative responsibilities) the school will use to meet the needs of ELLs (both within general education classrooms and in other settings);
• The research and evidence that supports the appropriateness of this approach;
• The process for coordination between general education teachers and staff serving ELLs and professional development for general education teachers serving ELLs;
• The process that will be used to monitor the achievement and progress of ELLs including exit criteria;
• The process that will be used to evaluate the efficacy of the program, instructors, and ensure that the needs of ELL students are being met;
• How the school will make all necessary materials available to parents of ELLs in a language that they can understand; and,
• How the school will make after school and other extra-curricular programming accessible to ELLs.

An English Language Learner (ELL) is a student that speaks a language other than English at home and scores below a state-designated level of proficiency in English upon entering Amber Charter School III. While New York City refers to these students as ELLs, the state refers to them as Limited English Proficient.

***Intake***

When parents first enroll their child at Amber Charter School III, they will complete the Home Language Identification Survey [HLIS] as part of the registration process. It is the responsibility of pedagogues at the school who are trained in student intake procedures to discuss home language with the family and provide assessments to determine eligibility for English language support services. The importance of attentive engagement with parents during the home language identification process cannot be stressed enough, as it is the process that initially determines whether a child may require ELL services.

***Home Language Identification Survey***

Through the Home Language Identification Survey [HLIS] the parents identify if their child as eligible to take an assessment to determine English proficiency. The HLIS is typically completed in English or Spanish, but it is available in nine additional languages should any of them be needed. The questions in Part 1 guide in the identification of a student as eligible to be assessed for English proficiency. If the parent checks the box for "Other" in Part 1 this warrants that the student assessed with the Language Assessment Battery-Revised.

***New York State Identification Test for English Language Learner [NYSITELL]***

Once school staff collect the HLIS from parents and determine that a language other than English is spoken in a child's home, then the child is administered a New York State Identification Test for English Language Learner [NYSITELL], to establishes English proficiency level. Students that score below proficiency on the NYSITELL become eligible for state-mandated services for ELLs. Students who speak

Spanish at home and score below proficiency on the NYSITELL are administered a Spanish NYSITELL to determine language dominance.

***Parent Notification***

Schools are required by law to notify parents of their child's eligibility for services and provide information and service options. Also, schools must inform parents of their child's placement. Providing parents with notifications and information and maintaining a dialogue with them is important at Amber Charter Schools.

| If a student… | Notify parent of… |
|---|---|
| Scores below proficiency on the NYSITELL | Entitlement status and services provided to student |
| Scores at or above proficiency on the NYSITELL | Non-entitlement status |

***Instruction***

Amber Charter School III will provide ELL students free-standing English as a Second Language [ESL] program. This program provides instruction in English, emphasizing English-language acquisition. However, native language support is available whenever possible. A certified teacher is assigned to provide ESL instruction to these students. A Total Physical Response [TPR] approach[6] is used when delivering the instruction. Websites that help build vocabulary, letter sound recognition, and other English language acquisition skills are used for instruction.

In class instruction targets the ELL student through the use of differentiated instruction, and data driven targeted instruction. Some students may be identified to receive Title I Reading intervention from the results of in-house formative assessments. Strategy groups may be used as another opportunity for the teacher to serve the ELL student in the classroom.

At Amber Charter School III, we will address ELL's comprehension and thinking skills by:

- Using realia (objects, items to represent concepts, e.g.; insects, fish)
- Media, pictures
- Pointing (to support answers)
- Checking points (ongoing questioning, quick checks, etc. …)
- Practicing: repeat, rephrase, clarify, add
- Emphasizing vocabulary (introducing new words, idioms, or abstract concepts)
- Modeling and practicing: Think Aloud, visualizing, writing (responding to prompts, sentence starters, etc.…)
- Utilizing ELL-targeted materials included in curriculum programs[7]

At Amber Charter School III, we will promote interaction by:

[6] Total Physical Response is a teaching method revolving around the coordination of speech and student action. Its foundation is teaching and learning through physical action, utilizing your students' motor skills while they respond to commands as quickly as possible. It was developed by Dr. James Asher, a professor of psychology at San Jose State University, California. Dr. Asher combined several theories and methods in his design of the method, including learning theory, developmental psychology and humanistic pedagogy. http://www.tpr-world.com

[7] For example, Journeys literacy curriculum includes vocabulary context cards, point of use scaffold support [e.g. use of visuals, gestures, sentence frames, etc.], ELL leveled readers, leveled lesson plans, blackline masters, language support cards, ELL teacher handbook, and building background videos. Go Math! offers leveled readers, games, and activity cards to differentiate instruction. These materials address computation, mental math, geometry, and measurement.

- Using Team Talk
- Partner Reading
- Morning Meetings
- Choral responses
- Asking students to generate questions
- Asking students to either support answers or challenge them

Test accommodations are provided to ELL students for all English literacy school-wide assessments. These accommodations may be:

- time extensions (i.e., time and a half of productive test-taking);
- separate locations and/or small group administration;
- bilingual glossaries and dictionaries (word-for-word translations only);
- simultaneous use of English and other available language editions;
- oral translations for lower incidence languages (languages for which the city
- or state have no translated written versions of the test);
- written responses in the native language; and,
- third reading of listening selections (only for the State English Language Arts
- assessments).

Amber Charter School III will also offer all students the opportunity to learn another language, Spanish. For students whose native language is Spanish this provides them with the opportunity to continue to learn in their native language. Amber taps the research that states the benefits of students learning more than one language. Research has found that students gain:

- Intellectual: Uninterrupted intellectual development requires that students not yet fluent in English continue to use their native language to learn as they acquire English. Knowing more than one language increases a person's ability to think.
- Educational: Students who continue to develop their native language while learning English tend to learn English better than students who learn English at the expense of their own language.
- Personal: A student's native language is critical to identity, and helps the child value his or her culture, bolstering a positive self-concept.
- Social: Family and community links, both locally and globally, are preserved and enhanced when a student retains his or her native language, contributing to more global perspectives.
- Economic: Knowing two or more languages translates into economic preparedness in today's job market, especially in NYC.

***Student Schedule***

A newly identified ELL student is at the Beginner stage of the English as a Second Language Instruction that Amber Charter School III will provide. Two 45-minute sessions a week will be scheduled for the student to be pulled out of his regular classroom for direct ESL instruction. Two 45 minutes strategy group sessions will also be available for further English language instruction.

***NYSESLAT***

New York State English as a Second Language Achievement Test The New York State English as a Second Language Achievement Test [NYSESLAT] will be administered in the spring to each ELL to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services. The student can score the following levels: Beginner, Intermediate, Advanced or Proficient. The test measures the student in Speaking, Listening, Reading and Writing. When a student measures at

the Proficient level he is no longer tested annually and is no longer labeled as an ELL or LEP [Limited English Proficient]. Parents are notified of their child's scores.

***Post Proficiency***

Once a student has scored Proficient on the NYSESLAT this student may get testing accommodations on school-wide or statewide exams for up to two years. Students will be tracked in the assessment data system, INFORM, for two years and monitored for any need of intervention if warranted by their drop in achievement on the interim assessments.

At Amber Charter School III, the Assistant Principal will coordinate ESL services, until the number of ELL students warrants an additional staff member. The school will also expand the number of ESL-certified teachers should enrollment numbers, testing, and level of need increase.

.

**d. Gifted and Advanced Students**

Discuss the school's methods and strategies for identifying and serving students who are academically advanced and/or gifted and at risk of not being adequately served including:

• How the school will identify advanced and/or gifted and talented students; and

• Strategies and programs the school will use within general education classrooms and in other settings to accelerate learning for advanced and gifted and/or talented students.

At the classroom level, accelerated and advanced students will benefit from:

- Differentiated lessons (group, pair or independent instruction, assignments, extensions)
- Differentiated homework
- Small group work that includes appropriately challenging work
- Engage in independent, pair or group project-based assignments, during content-specific periods
- Structured challenges during independent reading/writing time

At the school-wide level, accelerated and advanced students may:

- Experience complex, challenging work during academic enrichment periods (twice a week)
- Participate in content-specific instruction in higher grade (e.g. math)
- Advance to higher grade, based on comprehensive summative assessment data

All teachers of advanced students will be supported in their continued capacity to address the needs of these learners using differentiated instruction. Teachers are able to use different materials for specific lessons to address different learners in the classroom. The school's budget is also aligned with the expected need to purchase other instructional materials as identified by the school's instructional staff to continue to raise the achievement level of the advanced student--for instance, purchasing higher leveled books on science topics for advanced students to read within a unit of study regarding a scientific concept which will continue to advance the student's reading skills while simultaneously scaffolding their learning about a specific topic to a more advanced level. During independent work time teachers may engage advanced students on an individualized research project that requires their developing internet research capacities in order to obtain and read more advanced treatments of a specific subject matter. Each classroom will be equipped with appropriate resources and technology (for instance, student laptops) that will facilitate advanced students' engagement in this work.

School-Day Academic Enrichment

Elementary Grades (K-4): At Amber Charter School III, much of the culture and enrichment opportunities in the elementary grades (K-4) will mirror what has been successfully established at Amber Charter

School East Harlem and Kingsbridge. During the school day, this is reflected through independent reading and writing on a daily basis beyond the 90-minute literacy period, a focused RtI period twice a week to provide students with support or extended learning opportunities at their personal levels in ELA and math, Spanish instruction, and music, art, physical education and technology instruction at least once a week for each.

Middle Grades (5-8): In the middle grades at Amber Charter School III, enrichment during the school day is further expanded. Similar to the elementary grades, independent reading and writing beyond the 90-minute literacy period is scheduled three times each week, and the focused RtI periods for ELA and math are increased from two to three days each week. Spanish instruction is also amplified - provided two days a week - as middle school students will be expected to achieve at least an intermediate level of listening and reading proficiency. Music, art, physical education and technology will also be featured in students' weekly schedules.

All teachers will receive ongoing training regarding the education of academically advanced students including during the pre-opening professional development prior to the opening of school each year. Professional development will also address the needs of all students, including advanced students, by emphasizing differentiation and ongoing assessment of work. In addition to the pre-opening professional development period, the school's weekly schedule provides teachers with time for ongoing training, planning and collaboration facilitated by leaders, who may engage outside professional development consultants around issues specifically related to how to continue to accelerate the advanced student.

Howard Gardner's work and his theory of multiple intelligences and Benjamin Bloom and his work around levels of mind usage and challenging individuals to engage in the highest levels of thinking: analysis, synthesis and evaluation. By changing the paradigm of teacher centered instruction to a model where students proactively participate in the instruction through discussion and collaboration, this instructional model allows students to engage more fully in higher order skills.

Throughout the year, teachers and leaders will evaluate the progress of the advanced students from their performance on ongoing student assessments and student classroom observations. Instructional staff will make real time modifications to the lesson plans and instructional strategies to address the needs of advanced students. The performance of advanced students will also be measured using the DRA, standardized assessments such as the Terra Nova and the New York State assessments in ELA and math, as well progress measurement tools within curriculum programs. Analysis of assessment data will allow us to determine if academically advanced students are being supported in their continued academic acceleration.

Amber Charter School III will engage in a process that provides continued assessment of how its academic program supports academically advanced students. Our academic program will be assessed on an ongoing basis at all levels using disaggregated student performance data. School leaders will use this information to determine the progress of advanced students against individualized goals and the school's overall accountability goals and will modify programs and services to advanced students, where necessary.

## 9. Instructional Leadership

### a. Instructional Leadership Roles

Describe instructional leadership in the school over the first five years of operation including:
• Specific roles and responsibilities of the personnel who would provide instructional leadership in the proposed school;
• The process and criteria for identifying and selecting instructional leaders, including how such criteria aligns with the school's educational philosophy and mission; and,
• How instructional leaders will monitor the effectiveness of the academic program and at-risk students' academic performance.

***Instructional Leaders***

Principal: Under the guidance of Amber Charter Schools Executive Director, the Principal is responsible for day-to-day affairs at the school. S/he provides instructional leadership, including coordination of curriculum development, instructional planning, scheduling, interventions, and teacher support and evaluation.

Assistant Principals: In close collaboration with the Principal, Assistant Principals provide direct instructional leadership to Amber Charter School III's teaching staff. They coordinate professional development, conduct formal and informal observations, and collect other evidence of teacher performance.

Deans of Students: Deans of Students support the school's culture, classroom management practices and discipline and will work closely with the Principal and Assistant Principal(s) to build a strong sense of community among staff and families.

Staff Developers: Staff Developers coach, model, observe and provide teachers with feedback to improve instructional planning and delivery, ensuring professional development is deeply embedded in real-time classroom instruction, and help them individually and collectively align their efforts to best practices. They also liaise with all outside curriculum and instructional consultants, (e.g. Wit and Wisdom) and follow-up to teachers to implement and improve the strategies introduced by these consultants. Staff Developers are critical to the building of a cohesive, collaborative instructional team, as they prioritize the facilitation of a range of professional development activities, such as workshops, trainings and book study groups. They also ensure teachers have all necessary materials and resources.

Data and Assessment Managers: Data and Assessment Managers coordinate the organization and administration of all assessments, collect data, conduct analyses. and generate reports for teachers and school leaders. They work closely with teachers to help them use data to inform instructional planning and identify students for interventions.

Special Education Coordinator: The Special Education Coordinator supervises and supports special education teachers and provides training and support to all instructional staff on RtI, special education identification, accommodations, strategies and assessment.

Grade Team Leaders: Every grade has an experienced teacher who serves as the team leader. These teachers lead the grade in planning, coordination of activities, and represent the team at the team leader meetings. At these meetings administration and team leaders plan together, problem-solve,

share concerns, and work toward the school's overall goals. These meetings promote opportunities for the development of leadership skills in teachers.

***Identifying and Selecting Instructional Leaders***

Instructional leaders are selected based on their experience and skills working with adults to improve their practice. They must possess solid content knowledge, a large instructional toolbox filled with diverse strategies for meeting the needs of all students, a commitment to using data to plan instruction, and demonstrable evidence of student success.

***Monitor Academic Program Effectiveness and All Students' Academic Performance (with emphasis on students at-risk).***

Grade teams will be responsible for collecting and analyzing data on their students to evaluate the effectiveness of their instruction and interventions, with support from Data and Assessment Managers, Staff Developers and Assistant Principals. Teams will disaggregate data by student characteristics such as special education status, ELL status, Title I status and by classroom to identify trends and patterns. Grade teams will also look at student work together to norm expectations and identify students' strengths and challenges.

School-based instructional leader meetings will involve the examination of data within the school, and Principals will meet with Shared Service Team members to review and analyze data across all schools. Using aggregated and disaggregated data, they will monitor the implementation and effectiveness of curriculum programs, instructional methods, intervention programs and grades and teachers. This information will be used to target professional development, modify programs and consider teacher placement and retention.

**b. Teacher Support and Supervision**

Describe the school's approach to ongoing individual teacher supervision and support including (but not limited to) coaching and feedback systems and supports to ensure high quality instructional planning and implementation.

**c. Professional Development**

Describe how the school's professional development program will assist teachers in meeting students' academic needs and school goals including:

- An overview of the frequency and format of professional development;
- Who will be responsible for leading and providing professional development;
- How the school will identify professional development topics;
- How the school's professional development plans support the school's mission, key design elements, and the target and special populations' needs;
- How the professional development program will meet the needs of all teachers, including novice teachers, teachers new to the school, highly effective teachers, and teachers of all subjects; and,
- The process for evaluating the efficacy of the professional development program.

The following addresses the elements of both individual teacher support and supervision and the professional development across the school, as these efforts are integrally connected.

**Goals for Professional Development**

- To strengthen and support teachers in the implementation of the curriculum,
- To strengthen and support teachers in the delivery of small group instruction.
- To strengthen and support teachers in the analysis of student work for student feedback and progress.
- To support teachers in data analysis that drives instruction.
- To guide teachers in the integration of the Common Core Learning Standards within all aspects of the curricula.
- To provide a vehicle for the development of leadership skills within the veteran staff.

***Needs Assessment***

The sources used to determine the needs in professional development are as follows:

- CSI Annual Evaluation Report/Renewal Visit Letter
- One on One meetings
- Formal Observations
- Final Evaluations
- NYS ELA student scores for 3rd – 5th grades
- NYS Math student scores for 3rd- 5th grades
- Terra Nova scores for K-5th grades
- Teacher Survey

***Professional Development Activities***

Professional development is not relegated to workshops and trainings but is a daily part of professional life at all Amber Charter Schools. Below are key components of our professional development program.

- Professional Teaching Standards: Professional development focuses primarily on Danielson's Framework for Teaching Domain Three: Instruction. Every teacher and teacher assistant meets with the principal or assistant principal to examine their practice against the identified element of the component within the domain. For example, a teacher may choose to examine her practice in "feedback to students" within the component of Using Assessment in Instruction. The teachers self-evaluate against the rubric and determine how to move to the next level. Based on this discussion a plan and goals are set.
- Summer Institute: Instructional leaders and consultants present workshops to orient faculty on the Amber mission, the Amber Way, curricula materials, instructional strategies, school culture, and professional expectations.
- One on One Meetings: All teachers have at least two Individual Professional Development Meetings with their supervisor during the school year. The first meeting is held after the administration of the baseline tests no later than October 15. Teachers are responsible for bringing the following documents to the meeting: 1) a draft of one professional goal, based on their review of their formal observation reports and final evaluation form from the prior year and 2) results from their Student Learning Objectives(SLO) baseline tests and Terra Nova (if applicable). At this meeting, the teacher and principal review and finalize the teacher's professional goal and collaboratively outline expectations for the teacher's SLOs, including but not limited to drafting targets based on baseline results and other factors. The goals identified for their own teaching development are taken from the Danielson's Framework for Teaching Domain Three: Instruction.
- Observation: The Principal and Assistant Principal observe every teacher and teacher assistant conducting a lesson and working with children. As a result of these observations specific areas of focus for professional development are identified. Action plans are put in place for those teachers in need. An analysis of the student scores for 3rd – 5th grades on the NYS ELA and NYS

Math assessments is conducted. An analysis of the Terra Nova assessments for grades Kindergarten to 5th grades is also conducted.

- Newly Hired Teachers: A newly hired teacher as well as second year teachers are under the mentoring of Staff Developers and identified teachers within their grade. Teachers with three or fewer years of experience in their grade continue to be mentored by their Grade Team Leader.
- PD Days: To support faculty members' learning and delivery of the curricula, half days each month will focus on providing curriculum content knowledge, implementation guidelines, and planning time. The half days are typically scheduled for the last Friday of every month except November and June.
- Lunch & Learn Sessions: Faculty members who attend outside professional development can turn-key the information by presenting at a half hour lunch and learn session. These sessions are set up during the faculty lunch time and teachers bring their lunch while they learn the information. In addition, outside presenters are sometimes invited to present at a lunch and learn session.

***Assessment of Professional Development***

- Staff Survey: At the end of the school year a staff survey is conducted to evaluate the faculty's sense of how these goals were met.
- Informal Feedback: As professional development is provided, feedback from the teachers is solicited in writing and/or verbally and noted.
- Written Evaluations: After formal workshops written evaluations are collected.
- Observation of Practice: Instructional leaders observe meetings and classroom instruction to see if professional development is translating into practice.

### d. Teacher Evaluation and Accountability

Describe how the school will evaluate teachers and hold them accountable for student achievement, including:
• An explanation of how expectations for teacher performance and student achievement will be established, communicated to, and instilled in, staff; and,
• A description of the school's process and criteria for evaluating teacher performance and holding teachers and leaders accountable for student achievement.

***Annual Professional Performance Review Plan***

The overall evaluation rating for classroom teachers shall be determined using the following weights:

- 40% Student Performance based on Student Learning Objectives (SLOs)
- 60% Teacher Performance based on Principal formal observations and other evidence of effective teaching

Evaluations will be based on a 4-point rubric. For each of the two components and for a final holistic rating, a teacher may be evaluated as:

- Ineffective;
- Developing;
- Effective; or
- Highly effective.

The weights of each element of teacher performance will be as follows:

- 35% for formal observations
- 10% for service to school

- 10% for achievement of one professional goal
- 5% for teacher attendance

Student Learning Objectives (SLOs): The student learning measures used by the school will be rigorous, comparable across classrooms, and aligned with school and state priorities for student learning, including but not limited to Common Core Learning Standards and College and Career Readiness. The weights of each element of student performance for teachers of ELA/Math will be as follows:

- 5% Growth on Baseline ELA SLO
- 5% Growth on Baseline Math SLO
- 10% Class average on ELA Terra Nova SLO
- 10% Class average on Math Terra Nova SLO
- 10% Teacher-selected non-ELA/Math SLO (Growth or Achievement)

Teachers of subjects other than ELA/Math shall develop at least two SLOs, which will count for 40% of those teachers' final evaluations and will be developed collaboratively by the teacher and administration. At least one of these SLOs must be aligned with Common Core Learning Standards and at least one must integrate ELA and/or Math standards. Teachers in these categories who work with multiple grades or sections shall select two class sections from an upper grade (3-5) selected by the principal and two class sections from a lower grade (K-2) selected by the principal. The populations selected for the SLOs shall each constitute a majority of students in that grade.

Teachers shall submit all draft SLOs to the administration no later than October 30 of each school year. If the administration does not require any changes to the SLOs and targets, no further meetings are required. If the administration intends to make changes to the SLOs and targets, the teacher shall be notified in writing and may request and receive a meeting to discuss these changes no later than November 15. If any teacher does not work with the school administration to develop or implement SLOs, the administration has the discretion to select SLOs for that teacher.

SLO targets may be adjusted by mutual agreement between the teacher and principal when significant changes occur after their initial development. Reasons for such adjustments may include but are not limited to: enrollment or departures of students during the school year; significant changes in students' attendance patterns; significant changes to students' health status; significant scheduling changes, including cancellation of scheduled classes due to school activities such as field trips; diagnosis of student learning disabilities during the school year.

Amber Charter Schools uses a system in which teachers' evaluation experiences will vary based on whether their experience and APPR rating place them on Track 1 or Track 2.

- All teachers who do not have at least three consecutive years of Highly effective or Effective ratings at Amber will be placed on Track 1.
- All teachers with at least three consecutive years of Highly effective or Effective final ratings at Amber will be placed on Track 2.
- Teachers with at least three consecutive years of Effective or Highly Effective final ratings will be placed on Track 2. Teachers who received a final rating of Developing or Ineffective in the prior year or who have fewer than three consecutive years of Effective or Highly Effective final ratings will be placed on Track 1. The principal may elect to place a teacher with fewer than three consecutive years of Effective or Highly Effective final ratings on Track 2 based on professional discretion. Tracks shall be used solely to determine the number of required formal

observations and shall have no impact on the other elements of this evaluation system or on other elements of the CBA.

Observations and Other Evidence of Effective Teaching Practice: Administrators who have been trained in the Danielson rubric will use it as the standard for formal and informal observations and review of professional goals and practice portfolios for teachers at Amber Charter School III. All teachers will develop at least one professional goal aligned with Danielson and will receive additional training in the Danielson rubric as needed. If any teacher does not work with the school administration to develop or implement a professional goal under the above circumstances, the school administration has the discretion to select a professional goal for that teacher. All teachers on Track 1 will receive a minimum of two formal observations annually and all teachers on Track 2 will receive a minimum of one formal observation annually. Formal observations shall be preceded by a pre-observation conference for teachers in their first year; pre-observation conferences are optional (at teachers' request) for teachers who have been at Amber for more than one year. All formal observations will be followed by a post-observation conference within three working days to discuss the observation. If the observation will result in a Teacher Improvement Plan (TIP), the administration will provide a written evaluation for the teacher to review and sign within two weeks of the observation. If the observation will not result in a TIP, the administration will provide a written evaluation for the teacher to review and sign within four weeks of the observation. Teachers who receive a Developing or Ineffective for any of the Danielson standards during their observation will have the option of requesting and receiving additional formal observations.

Teachers who serve as peer observers will receive training in the Danielson rubric and methods and will be encouraged to work with colleagues towards improving their professional practice. Informal observations will continue to be used to analyze school-wide instructional trends and to follow up on recommendations made during formal observations. Teachers on both Track 1 and Track 2 have the option of choosing to submit evidence from peer observations and informal observations as part of their evaluation process but are not required to include such evidence.

***Evaluation Process***

- All teachers shall have a final Individual Professional Development Meeting with the administration before the last day of the school year. At this meeting, the administration will review the results of the teacher's SLOs, the progress towards the teacher's professional goal, the teacher's ratings on the components of the Danielson rubric, and the teacher's overall rating.
- All teachers shall receive an evaluation form with written feedback after each formal observation during the school year. Teachers who receive ratings of Developing or Ineffective on any observed component during the school year, or who believe that adjustments to their professional goal or SLO targets are required, may request and receive a mid-year Individual Professional Development Meeting between December and March.
- Teachers who have been rated Effective for any of the Danielson standards in their formal observation/s and wish to be considered for a final rating of Highly Effective may request an additional formal observation and/or a professional development plan to provide specific guidance for improving their professional practice to Highly Effective levels.
- Teachers who are evaluated as Highly Effective in any of the standards defined in the Danielson rubric or in their annual APPR will be encouraged to share their expertise with colleagues, including but not limited to methods such as classroom visits or leadership of professional development sessions.

***Accountability***

If during any teacher observation or other documented professional interaction, the Principal determines that there is a possibility that administration will rate a teacher as Developing or Ineffective as their final rating, or if a teacher receives a final rating of Developing or Ineffective, a Teacher Improvement Plan (TIP) must be created to help foster teacher growth. The TIP shall include the following:

- Areas of growth, where specific improvement is needed and supporting evidence;
- Specific suggestions for improvement;
- Resources to be utilized to assist with the improvement; and
- The means by which improvement will be measured (including additional observations or other documentation of improved practice).
- Interim dates at which progress in meeting the TIP will be reviewed
- A reasonable date for achieving the specified improvement(s).
- A written notice that further discipline up to and including termination may follow unless the employee's performance improves.

The timeline for creating a TIP is as follows:

- During a formal observation or other documented professional interaction, an administrator documents ineffective teaching practice at a level which would lead to a final rating of Ineffective or Developing if not improved.
- Within three days of the documented interaction, or within 10 days of the start of the school year after a teacher has received a final rating of Developing or Ineffective, the administrator and teacher have a conference at which the documentation of ineffective or developing teaching is discussed and a meeting to develop a TIP is scheduled.
- Within two weeks of the formal observation or other documented professional interaction, or within 10 days of the start of the school year after a teacher has received a final rating of Developing or Ineffective, written documentation of the developing or ineffective teaching practice and a draft TIP plan will be provided for the teacher's review.
- Within one week of the provision of the written documentation and draft of the TIP plan, the teacher will meet with the administration and the staff developer to finalize and sign the TIP plan.
- At interim and final review dates, the TIP can be closed or extended at the discretion of the administration. The union may attend interim and final reviews of the TIP at the teacher's request.
- If any teacher does not work with the school administration to develop or implement a TIP under the above circumstances, the school administration has the discretion to either develop an alternative TIP or to terminate their employment.
- The length of a TIP will vary depending on the areas identified for improvement and the specific resources and strategies necessary to carry out the plan. The principal will take affirmative action to give support to help the teacher correct any cited deficiencies. Such action shall include specific recommendations for improvement, direct assistance in implementing the recommendations, and adequate release time for the teacher to visit and observe similar classes in Amber.
- In the event a teacher on a TIP has not improved their performance to at least "Developing" within the timeline established in the TIP, Amber may choose to either extend the timeline or to terminate and/or not re-hire for the following year. In cases where a teacher demonstrates documented but incomplete improvement after the initial timeline, the timeline may be extended. For teachers with at least three consecutive or non-consecutive years of previous

ratings of “Effective” or “Highly Effective” at Amber, the combined TIP timelines (including any extensions) will allow at least 90 instructional days for improvement before a termination decision is made. The start date for the TIP shall be considered the date upon which the teacher signed the initial TIP plan.

## 10. School Culture and Discipline

### a. School Culture

Explain how the school will establish and maintain a culture that supports learning and achievement including:

- The school's general approach to school culture and rationale for this approach;
- Any specific programs (e.g., Responsive Classroom, restorative justice, etc.) the school intends to implement and the rationale for their selection; and,
- How the school will maintain a safe and orderly environment.

**Amber Charter Schools:**
**Structured and Joyful Cultures**

Foundationally, and as referenced in previous initial and renewal charter applications, all Amber Charter Schools are grounded in the highest of expectations for student academic and life success. The infusion of the "Amber Way," which articulates key character traits, will be core to the culture of Amber Charter School III as well.

**A**chievement
Com**M**unity
Responsi**B**ility
Hon**E**sty
**R**espect

Amber trustees and leaders believe that character development of Amber students is as important as any academic subject. To this end, the Amber discipline code and daily conduct expectations of students is experienced as quite routine, without being rigid. Students at Amber joyously work with each other in a small group doing a new assignment, excitement expressed and encouraged. A family-feel is pervasive and quiet conversations between an adult and child who is learning an appropriate behavior may be witnessed. At all Amber Charter Schools, students are asked to be reflective: What should they be working on? What are they supposed to be learning right now? What are their goals? How would they like to be treated? How are they modeling good behaviors for other students? How will their behavior help or hurt them in school and in life? What are some solutions to a current problem?

Amber Charter School students are asked to "present themselves" - to comport themselves - in a very particular manner. Besides having strong work habits and organizational skills, Amber Charter School students are expected to develop comfort speaking publicly and collaborating with others. They demonstrate self-regulation, including resiliency, self-control, and tolerance. In order to do this effectively, students use POWER and become the Amber STAR:

**POWER**
**P**ersistence: You can do it with hard work.
**O**bserve: Use the 5 W's & how.
**W**ords: Look at words around text to help you.
**E**vidence: Use text to help you.
**R**e-read: Read aloud; over and over again to help you.

This acronym helps students remember the strategies they can use when faced with a challenging problem, reading passage, or assignment. It reminds them that they have the tools they need to attack, persevere, and overcome any challenge that comes their way.

Engagement: **STAR**
**S**it up straight.
**T**rack the speaker.
**A**sk and answer questions.
**R**espect by waiting your turn.

This acronym reminds students of the behaviors that are expected of them as Amber students. Any adult can ask a single student or an entire class, "Where are my Amber STARs?" and immediately the students respond with the appropriate behavior.

These routine behaviors demonstrate the values and skills Amber Charter Schools believe are required of students for their success in school and in becoming leaders. These skills are learned in fun, engaging ways through assemblies, recognition programs, and in writing or project assignments. The student body embraces these behaviors and vocabulary. The culture of the existing Amber Charter Schools grew so strong that staff were inspired to develop a comparable behavior code for the faculty. It is now also the foundation of the adult culture of both schools.

## Community Service

Amber Charter Schools has partnered with GenerationOn,[1] an organization that provides programs, tools and resources to engage students in service and volunteering, to develop and refine its approach to community service. At least monthly, Amber Charter School fourth graders, matched with a kindergarten, first, second or third grade class, work with their younger schoolmates to decide on, design and then implement a community service project over the course of the school year. Some projects have provided direct support to community organizations, others have expressed care or appreciation to those working within their community. Fifth graders are expected to volunteer a number of hours in the community, and prepare a reflective report related to their experiences.

Amber Charter School III will replicate and expand the above model, integrating middle schoolers into the leadership roles with younger students and supporting them to forge new, innovative routes into and around the Washington Heights/Inwood community.

## Athletics & After School Extended Learning

Amber Charter School III will explore a range of intramural sports and programming opportunities for its students. Many area charter schools participate in the NYC Charter School Athletic Association junior high school offerings, which include flag football, basketball, volleyball, softball, baseball and soccer[2]. Other options may include chess[3], theater[4], and partnerships that help Amber Charter School III to

[1] https://www.generationon.org
[2] https://www.csaanyc.org/page/show/917707-junior-high-school
[3] Chess in the Schools, Chess NYC
[4] Inside Broadway, NYC Children's Theater

promote health and wellness, such as those with local hospitals, community centers, parks and non-profits.

## Middle School Advisory

Although advisory programs have become common practice and are intuitively valued, there continues to be limited empirical evidence that clearly articulate best practices. Not surprisingly, this often results in implementation that varies in focus and impact. To avoid this, Amber Charter School III will identify and invest in resources to ensure all students have a significant, high-quality advisory experience.

The greater students' sense of belonging in school, regardless of socioeconomic status, the more likely they are to earn higher grades and test scores, and the less likely they are to drop out.[5] Almost 3 decades ago, the Carnegie Corporation of New York released a report entitled "Turning Points: Preparing American Youth for the 21st Century,"[6] which recommended intentionally organizing schools to create greater personal connections for adolescents. Ensuring there is at least one adult "who has the time and takes the trouble to talk" with each student, creating structures for small group work to promote social relationships and fostering involvement in the local community were noted as strategies that would help students become more successful in school, and subsequently, later in life.

Middle School Advisory at Amber Charter School III will foster connectedness and communication, while supporting academic and social development.

- In 5th and 6th grade, the advisory experience will center on community-building, social-emotional development and academic monitoring and mentoring.
- 7th and 8th grade will build on the foundation described above, intentionally integrating high school readiness and articulation and pathways to college and careers (including the exploration, placement and related reflection and learning of internships).

Amber Charter School III will hire a counselor who will be specifically focused on facilitating and supporting the Middle School Advisory program. This includes both its structures and its key components, which are:

- Social and emotional development
- Support around academic performance and persistence
- High school preparation and articulation
- Pathways to college and careers

**Structures:**

- *Assignments:* Each advisor will be assigned a group of 10-12 students. This number may be adjusted by grade level or other relevant factors, such as student needs, dynamics, etc. The range of MS advisors indicated below represent classroom teachers, teachers of special subjects (art, Spanish, etc.) and special populations (ELLs and SWDs) and some leaders.

| | MS Student Enrollment | MS Advisors to be Assigned |
|---|---|---|
| Year 1 | 200 | 16-20 |

[5] Creating a Culture of Connectedness through Middle School Advisory Programs, by Sarah Brody Shulkind and Jack Foote, Association for Middle School Educators, previously published in Middle School Journal, September 2009 (Blum & Libbey, 2004; Jackson & Davis, 2000; Klem & Connell, 2004; Mac Iver & Epstein, 1991; McNeely & Falci, 2004; National Association of Secondary School Principals, 2006)

[6] Turning Points: Preparing American Youth for the 21st Century, Carnegie Corporation of New York, 1989; Changes Urged in Adolescent Education, by Edward R. Fiske, NYTimes, June 19, 1989

| | | |
|---|---|---|
| Year 2 | 315 | 26-31 |
| Year 3 | 421 | 35-42 |
| Year 4 | 444 | 37-44 |
| Year 5 | 465 | 38-46 |

- *Summer Orientation*: Two weeks in August will be designed to both acculturate middle grade students to the Amber Way and behavioral expectations and establish the groundwork to launch a meaningful advisory experience.
- *Daily Meetings*: Students will begin every morning in a protected, customized advisory period.

**Key Components:**

*Social and Emotional Development*

CASEL (the Collaborative for Academic, Social and Emotional Learning) published a guide in 2015[7] that identifies the most effective social and emotional learning programs for middle schoolers, such as Second Step, Expeditionary Learning (EL) and Facing History and Ourselves. A 2017 study completed by the Harvard Graduate School of Education, with funding from the Wallace Foundation[8], provides details about targeted skills, instructional methods and components of several curriculum programs that are geared toward the elementary grades (e.g. 4Rs Program, SECURe, Responsive Classroom), many of which will meet the needs of Amber Charter School III's 5th and 6th graders in particular.

*Support around Academic Performance and Persistence*

As described above, the advisory program will help to create and strengthen community, but first and foremost, Amber Charter School III is a community of **learners**. This translates to advisors playing a key role in the academic progress of their advisees, closely supervising their performance (via routine reviews of grades in PowerSchool and on report cards), as well as persistence (completion of assignments, classwork) attendance (all day every day) and conduct through both formal and informal avenues. Every advisor will be expected to address concerns immediately to help students overcome or entirely avoid challenges, serve as a critical point person for parents and caregivers and celebrate academic accomplishments and achievements.

*High School Preparation and Articulation*

Advisors, in close consultation with the counselor, will ensure all Amber Charter School III students will make successful transitions to high school. On the one hand, New York City is rich with excellent public and private options; on the other hand, the volume choices (~400 schools, 700 programs) can be overwhelming for most students and their families.[9]

Although the formal process will begin with students in the summer before 7th grade, all leaders and teachers at Amber Charter School III will have consistently messaged and reinforced the importance of

[7] 2015 CASEL Guide: Effective Social and Emotional Learning Programs, Middle and High School Edition
[8] Navigating SEL from the Inside Out, Looking Inside and Across 25 Leading SEL Programs: A Practical Resource for Schools and OST Providers (Elementary Schools Focus) by Stephanie Jones, Katharine Brush, Rebecca Bailey, Gretchen Brion-Meisels, Joseph McIntyre, Jennifer Kahn, Bryan Nelson and Laura Stickle, Harvard Graduate School of Education with funding from the Wallace Foundation, March 2017
[9] https://nypost.com/2016/09/17/how-to-pick-the-best-nyc-high-school-for-your-child/

being in school every day, on time, and demonstrating what they are learning in class and on formal measures, like standardized assessments, throughout the years.

**NYC DOE Process**

In 7th grade, advisors and the counselor will:

- Help students examine their strengths, areas of growth and temperament, consider how long a commute and how heavy a workload they can effectively manage.
- Explore the opportunities and challenges of both large and small schools
- Expose students to "early college" models, where they can take classes on a CUNY campus and earn free college credits.
- Edify students around the borough, grade, test score priorities as well as the chances of acceptance based on the seat available and typical number of applicants.
- Share information about citywide and borough-specific high school fairs, open houses and information interviews, and how to learn the most from students, teachers and leaders at these events.

In 8th grade, advisors and the counselor will:

- Assist students in assembling a portfolio of work, preparing for admission interviews and auditions,
- Support students to register and take the Specialized High School Admissions Test in the fall.
- Ensure students submit high school application before the deadline.
- Provide guidance and support to students and families as they receive round-one offer letters in the early spring and make final choices. As needed, help them to submit round two applications.
- Provide guidance and support to students and families as they receive round-two offer letters in the late spring, and as needed, help them to file appeals to change schools (based on a documented hardship).

The counselor and advisors will utilize a number of helpful guiding resources, including the NYC High School Guide,[10] a free website and application. They will also expose students and families to independent/private school options,[11] both local day schools and residential programs. The staff will share the quality and variety of them, along with admissions processes and opportunities for financial assistance.

In addition, Amber Charter School III students will be prepared to take the Algebra, Earth Science and Spanish Regents exams. Graduating with a minimum of two Regents exams completed will set students ahead in their high school careers.

*Pathways to College and Careers*

For far too many students like the ones we will serve at Amber Charter School III, exposure to college and careers during the high school years comes much too late. As noted in **R-01a Community Description**, over half of the Washington Heights/Inwood population are foreign-born and well over one-third are limited English proficient. The median household income is below $40,000, and one-

[10] https://www.heckscherfoundation.org/our-approach/venture-philanthropy/targeted-problem-solving/nyc-high-school-application-guide/; http://nychighschoolapp.org/

[11] https://www.noodle.com/articles/public-or-private-the-right-way-to-choose-a-nyc-high-school

quarter of these households have incomes below the federal poverty level. Almost one-third of residents (30%) have not completed high school. Therefore, with so many families experiencing daily economic hardships, and so few with satisfactory high school or any college experiences, it is critical for our students begin contemplating their future aspirations, and to understand what will take to pursue higher education degrees and stimulating, impactful careers of their choice.[12]

Amber Charter School III will provide numerous opportunities for students to be exposed to and explore college and career pathways. Examples include, but are not limited to:

- College visits, virtually and on site
- College and/or career days, engaging young adults from the community to authentically share their recent or real-time personal experiences
- Partnerships with local post-secondary institutions (e.g. Columbia University and CUNY campuses are in close proximity)
- Real world internships: Beyond the civic engagement Amber Charter School III students will have during their service learning experiences, 7th and 8th graders will also gain early exposure to a host of careers through internships, an approach Amber Charter School III will adapt from the Cristo Rey Jesuit High School model. Unlike Cristo Rey, which is geared toward helping students gain college acceptance and an immediate pathway to earn income, Amber Charter School III believes that even at the middle school level, exposure to work, both familiar and unfamiliar, will begin to develop responsible work habits, strengthen students' commitment to their education, broaden their network of adult role models and mentors, and potentially motivate them to pursue studies and work they may not have initially considered. Many, if not all, of these opportunities may also empower Amber Charter School III students to drive change in their own communities and are likely to connect to STEAM academic enrichment content. The internship will be a monthly experience in 7$^{th}$ grade, and a multi-week experience in 8$^{th}$ grade, both involving a summative, interdisciplinary project.

[12] https://www.newamerica.org/education-policy/edcentral/step-right-direction-career-exploration-middle-school/

## 10. School Culture and Discipline

### b. Discipline Policy

Provide the school's discipline policy for general education students.

Upon approval by the Board of Trustees at the June 2014 Board meeting, Amber Charter Schools discipline policy is as follows:

**DISCIPLINE POLICY**

**SHORT TERM SUSPENSION**

A short-term suspension refers to an in-school removal or out-of-school removal of a student for disciplinary reasons for a period of ten or fewer days. A student who has committed any of the infractions listed below shall be subject minimally to a short-term suspension, unless the Principal or designee determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. The Principal reserves the right to adjust the punishment for each infraction per his or her judgment.

**Disciplinary Infractions**

- Attempt to assault any student or staff member;
- Vandalize school property causing minor damage;
- Endanger the physical safety of another by the use of force or threats of force that reasonably places the victim in fear of imminent bodily injury;
- Engage in conduct which disrupts school or classroom activity or endanger or threaten to endanger the health, safety, welfare, or morals of others
- Engage in insubordination
- Fail to complete assignments, carry out directions, or comply with disciplinary sanctions;
- Cheat on quizzes, exams, or commit plagiary;
- Used forged notes or excuses;
- Steal, or attempt to steal, or possess property known by the student to be stolen;
- Commit extortion;
- Engage in gambling;
- Abuse school property or equipment;
- Use obscene or abusive language or gestures;
- Engage in acts of verbal or physical sexual harassment;
- Make a false bomb threat or pull a false emergency alarm;
- Possess tobacco or alcohol;
- Wear inappropriate, insufficient, or disruptive clothing or attire, or violate the student dress policy (Except that, under no circumstances will a student be removed from class or school for violation of the dress code policy);
- Commit any other act which school officials reasonably conclude disrupts the learning environment of the school;
- Repeatedly commit minor behavioral infractions which, in aggregate, may be considered an infraction subject to formal disciplinary action.

***Procedures and Due Process for Short Term Suspension***

The Principal or designee may impose a short-term suspension and shall follow due process procedures consistent with federal case law pursuant to Goss v. Lopez (419 U.S. 565). Before imposing a short-term

suspension, or other, less serious discipline, the Principal shall provide notice to inform the student of the charges against him or her, and if the student denies the charges, an explanation of the evidence against the student. A chance to present the student's version of events shall also be provided.

Before imposing a short-term suspension, the Principal or designee shall notify the parents or guardian in writing that the student may be suspended from school. Written notice of the decision to impose suspension shall be provided within 24 hours. Notification also shall be provided by telephone and in writing. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an informal conference with the Principal or designee. Such notice and informal conference shall be in the dominant language or mode of communication used by the parents or guardian. The parents or guardian of the student and the student shall have the opportunity to present the student's version of the incident and to have the Principal or designee ask questions of the complaining witnesses. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably practicable.

The Principal's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the School's complaint process.

**LONG TERM SUSPENSION/EXPULSION**

A long-term suspension refers to the removal of a student from school for disciplinary reasons for a period of more than five days. Expulsion refers to the permanent removal of a student from school for disciplinary reasons. A student who is determined to have committed any of the infractions listed below shall be subject minimally to a long-term suspension or expulsion, unless the Principal or designee determines that an exception should be made based on the circumstance of the incident and the student's disciplinary record. Such a student may also be subject to any of the disciplinary measures outlined elsewhere in this document including a referral to the appropriate law enforcement authorities.

**Disciplinary Infractions**

- Possess, use, attempt to use, or transfer of any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student in school;
- Commit, or attempt to commit arson on school property;
- Assault any other student or staff member;
- Intentionally cause physical injury to another person, except when student's actions are reasonably necessary to protect him or herself from injury;
- Vandalize school property causing major damage;
- Commit any act which could constitute a crime or is a more egregious infraction described under "short-term suspension", which school officials reasonably conclude warrants a long-term suspension.

A student who commits any of the acts previously described as causes for short term-suspension may, instead or in addition, be subject to a long-term suspension at the Principal's or designee's discretion only if the student has committed the act at least three times in the academic year.

***Procedures and Due Process for Long Term Suspension***

The Principal may impose a long-term suspension. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the Principal may expel the student from school. Upon determining that a student's action warrants a possible long-term suspension, the Principal shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The Principal also shall immediately notify the student's parent(s) or guardian(s). Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents which resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s). At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence.

If the Principal initiates the suspension proceeding, he or she shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the Principal may accept or reject all or part of it. The Principal's decision to impose a long-term suspension or expulsion may be challenged by the parent or guardian through an appeal process to the Board of Trustees of the Education Corporation the details of which shall be determined. NOTE: In any instance where the Principal is directly involved in the instance(s) at issue for a suspension or expulsion, the Principal shall appoint a designee to handle any investigation, hearing and determination.

**EXPULSION**

After a child's third suspension, the student's parent or guardian may be required to come to school and to sit with the student in his or her classroom(s). Upon a student's fourth suspension in one year, the student may be referred to the Amber Board of Trustees for an expulsion hearing.

Expulsion requires Board approval. Violation of the following three infractions will be grounds for immediate action by the Board of Trustees and could result in expulsion.

1. Students may not sell, distribute, possess, or be under the influence of drugs or alcohol.
2. Students may not possess and/or use firearms, dangerous weapons or other instruments.
3. Four or more suspensions in one year.

**Firearm Violations**

Federal and New York law require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Weapon," as used in this law means a "firearm," as defined by 18 USC § 921, and includes firearms and explosives. (New York Education Law §3214 effectuates this federal law.) The Principal shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act, except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Principal shall refer any pupil sixteen years of age or older, or a student fourteen or fifteen years of age who qualifies for juvenile offender

status under Criminal Procedure Law § 1.20(42) who has been determined to have brought a weapon or firearm to school, to the appropriate law enforcement officials.

**Provision of Instruction During Removal**

The School will ensure that alternative educational services are provided to a child who has been suspended or removed to help that child progress in the school's general curriculum. For a student who has been suspended, alternative instruction will be provided to the extent required by applicable law. For a student who has been expelled, alternative instruction will be provided in like manner as a suspended student until the student enrolls in another school for a reasonable period thereafter or until the end of the school year.

Alternative instruction will be provided to students suspended or expelled in a way that best suits the needs of the student. Instruction for such students shall be sufficient to enable the student to make adequate academic progress and shall provide them the opportunity to complete the assignments, learn the curriculum and participate in assessments. Instruction will take place in one of the following locations: the child's home, a contracted facility (e.g., in the school district of location), or a suspension room or other room at the school. During any removal for drug or weapon offenses, additional services shall include strategies designed to prevent such behavior from recurring. Instruction will be provided by one or more of the following individuals who shall be certified or qualified in accordance with § 2854(3)(a-1) of the Education Law and the federal No Child Left Behind Act: the student's teacher(s), aides or trained volunteers, individuals within a contracted facility, and/or a tutor hired for this purpose.

**STUDENT RECORDS**

The School will maintain written records of all suspensions and expulsions including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons. The School will comply with NYSED's VADIR data collection requirements and disciplinary data and submit that information to NYSED by required deadlines.

## 10. School Culture and Discipline

### c. Special Education Discipline Policy

Provide the school's discipline policy for special education students with assurances that it is in conformity with the federal Individuals with Disabilities Education Act ("IDEA") and regulations.

Upon approval by the Board of Trustees at the June 2014 Board meeting, Amber Charter Schools discipline policy, specifically for students with disabilities, is as follows:

**DISCIPLINARY POLICY FOR STUDENTS WITH DISABILITIES**

In addition to the discipline procedures applicable to all students, the School shall implement the following disciplinary policy procedures with respect students with disabilities. [A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.527(b)—that a disability exists may request to be disciplined in accordance with these provisions.] The School shall comply with sections 300.519- 300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

If a student violates the School's discipline code and is being considered for a suspension or removal, the School must ensure the following due process protections are provided to the student and to the student's parent(s) in addition to those set forth in the regular education discipline code. For suspensions of five school days or less, the student's parent(s) or guardian must be provided with a written notice, and a follow up telephone call if possible, within 24 hours of the incident leading up to the suspension which describes the basis for the suspension and explains that the parent or guardian has the right to request an informal conference with the Principal and appropriate staff to discuss the incident and question any complaining witness against the student. For suspensions in excess of five consecutive school days, the student's parent(s) or guardian must be provided with a written notice which indicates that the district proposes to suspend the student from school in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the student has an opportunity for a fair hearing conducted by the Principal or his or her designee at which the student will have a right to question any witnesses accusing him/her of committing the misconduct charge and to present witnesses on his/her behalf. Where possible, notification must also be provided by telephone. In addition, the School will work with CSE to provide alternative education to the student during the suspension as set forth below, including any special services required by the Individualized Education Program (IEP) prepared by the student's Committee on Special Education (CSE) of their district of residence. Final determination on a suspension or removal of a student, following due process, shall be made by the Principal.

The School shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

Students for whom the IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will be immediately referred to the CSE of the student's district of residence for consideration of a change in the guidelines.

If a student identified as having a disability is suspended during the course of the school year for total of eight days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement. In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

The School shall work with the district to ensure that the CSE of the student's district of residence meets within 7 days of notification of any of the following: (1) The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days; (2) The commission of any infraction resulting from the student's disability; (3) The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the Principal would seek to impose a suspension in excess of 10 days.

Also, the School will ensure that when the suspension or removal of a student with a disability will constitute a disciplinary change of placement, the CSE will be immediately notified so that the CSE can meet its required obligations to:

- Convene a CSE meeting within 10 school days to make a manifestation determination.
- Convene a CSE meeting within 10 business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan.
- Provide the student's parent with a copy of their procedural due process rights.
- Work closely with the CSE of the students' district of residence in determining education services or the interim alternative educational setting consistent with the FAPE requirements.

**Provision of Services During Removal**

Those students removed for a period fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The School also shall provide additional alternative instruction with the reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, and computer instruction.

During any subsequent removal that, combined with previous removals equals ten or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination.

During any removal for drug or weapon offenses [pursuant to 34 CFR §300.520(a)(2)] services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative educational settings as appropriate and mandated by 34 CFR §300.520(a)(2).

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

**CSE Meetings**
Meetings of the CSE of the student's district of residence to either develop a behavioral assessment plan or, if the child has one, to review such plan are required when: (1) the child is first removed from his or her current placement for more than ten school days in a school year; and (2) when commencing a removal which constitutes a change in placement. The student's special education teacher (or coordinator) and the general classroom teacher will attend all meetings regarding the student initiated by the CSE from the student's home district.

Subsequently, if other removals occur which do not constitute a change in placement, the School will work with the CSE of the student's district of residence to review the child's assessment plan and its implementation to determine if modifications are necessary. If one or more members of the CSE of the student's district of residence believe that modifications are needed, then the CSE is expected to meet to modify the plan and/or its implementation.

**Due Process**
If discipline which would constitute a change in placement is contemplated for any student, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) immediately, if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action.

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in any interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and the School agree otherwise.

## 10. School Culture and Discipline

### d. Dress Code Policy

If the charter school would implement a dress code policy, describe the policy and the rationale for its selection. Include a description of how the cost of any uniform would be subsidized for parents unable to afford it.

A dress code helps students feel like active and united members of a learning community. Uniforms decrease distractions and increase academic focus and are mandatory at all Amber Charter Schools. Amber Charter School III strictly enforces this expectation.

All students (K-8) are expected to arrive dressed in their school uniforms on the first day of school and each school day thereafter; unless prior notice has been given by school administration. This also includes days students are on field trips. Students do not change clothes or shoes for physical education or recess.

Exceptions will be made to the uniform policy in connection with the exercise of religious practices (e.g. head covers). Exemptions from the school uniform policy may be granted for religious, medical or other justifiable reasons. Parents or guardians may submit a uniform exemption request form, which is available in the school office, to the school principal.

At the beginning of the school year, families will be encouraged to bring a second set of acceptable clothing to store in their child's classroom, in the case of any accidents or illness.

The school will also purchase a small number of shirts and pants to be utilized in cases of hardship, including but not limited to homelessness, when other options have been exhausted. Over time, the school will also take clean, gently worn donations from families whose children have outgrown their school shirts, pants, skorts and skirts. The social worker will develop a confidential, respectful and supportive process for sharing purchased and donated clothing with families in need.

Across all grade levels, shirts must be tucked in at all times, and shoes must be closed-toe.

| **Category** | **ELEMENTARY GRADES 1-4:** | **MIDDLE GRADES 5-8:** |
|---|---|---|
| Tops: | • Navy blue tie<br>• Short or long sleeved light blue button-down oxford shirt/blouse with Amber logo embroidered on left hand side<br>• Navy blue sweater with Amber logo embroidered on the left-hand side | • 5th/6th: **Navy blue** tie<br>• 7th/8th: **Gold** tie<br>• Short or long sleeved **white** button-down oxford shirt/blouse with Amber logo embroidered on left hand side<br>• **Grey** sweater with Amber logo embroidered on the left-hand side<br>• **Grey blazer with logo on right hand pocket** |
| Bottoms: | • Navy blue long pants<br>• Navy blue skirt/shorts/short (no more than 2 inches above the knee)<br>• Navy sweatpants (Nov-Mar) | • Navy blue long pants<br>• Navy blue skirt/shorts/short (no more than 2 inches above the knee)<br>• Navy sweatpants (Nov-Mar) |

| | | |
|---|---|---|
| | | ● **Black or navy blue belt** |
| For PE: | ● Short sleeve light blue t-shirt with Amber logo silk screened on the left-hand side<br>● Navy shorts or sweatpants | ● Short sleeve light blue t-shirt with Amber logo silk screened on the left-hand side<br>● Navy shorts or sweatpants |
| Socks & shoes: | ● Navy or black socks and navy blue or black shoes | ● Navy blue, black or **grey** socks<br>● Navy blue black, or **grey** shoes |
| Jewelry: | Students should not wear ornate or expensive jewelry to school.<br>* The school will not be responsible for lost or stolen jewelry. | |
| NOT Uniform: | ● Tops: Thermal shirts that can be seen under uniform, hoodie sweatshirts and jackets<br>● Bottoms: Cargo pants, leggings, jumpers<br>● Shoes: Shoes that ARE NOT navy blue or black, sandals or flip-flops<br>● Socks: Socks that are not navy blue or black<br>● Any clothing item that conceals the Amber logo<br>● Any clothing item that is not the appropriate color<br>● Jeans or denim material.<br>● Baggy or tight-fitting attire<br>● Hats, scarves and head coverings, except in cases of religious observance | |

Teachers reserve the right to require students to remove other types of clothing beyond the required dress code expectations, or any jewelry or accessories, if anything is determined to be distracting to learning.

If a student arrives to school and is not dressed in a manner aligned with the Amber Charter School III dress code, the following steps will be taken to address this concern:

- Level 1 (one incident): The teacher will document it on the daily attendance form, and a member of the operation team will be responsible for tracking it on a daily basis. This staff member will contact the family that day to address the matter.
- Level 2 (two-three Incidents): The social worker will receive regular data reports and follow-up with families who are demonstrating patterns of concern in person.
- Level 3 (four or more incidents; pattern evident; no or inconsistent improvement): A formal conference will be held by the principal or his/her designee with parents/caregivers, and the student when appropriate.

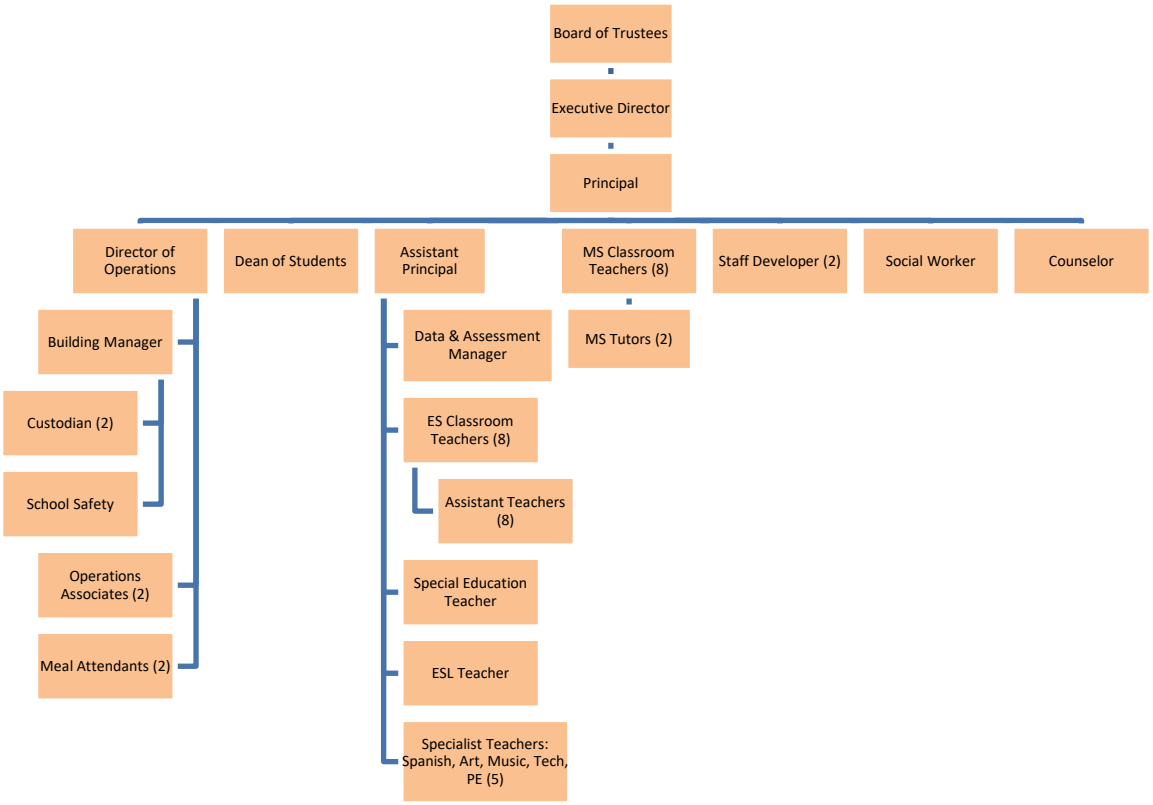
## ORGANIZATIONAL VIABILITY

### 11. School Management and Leadership

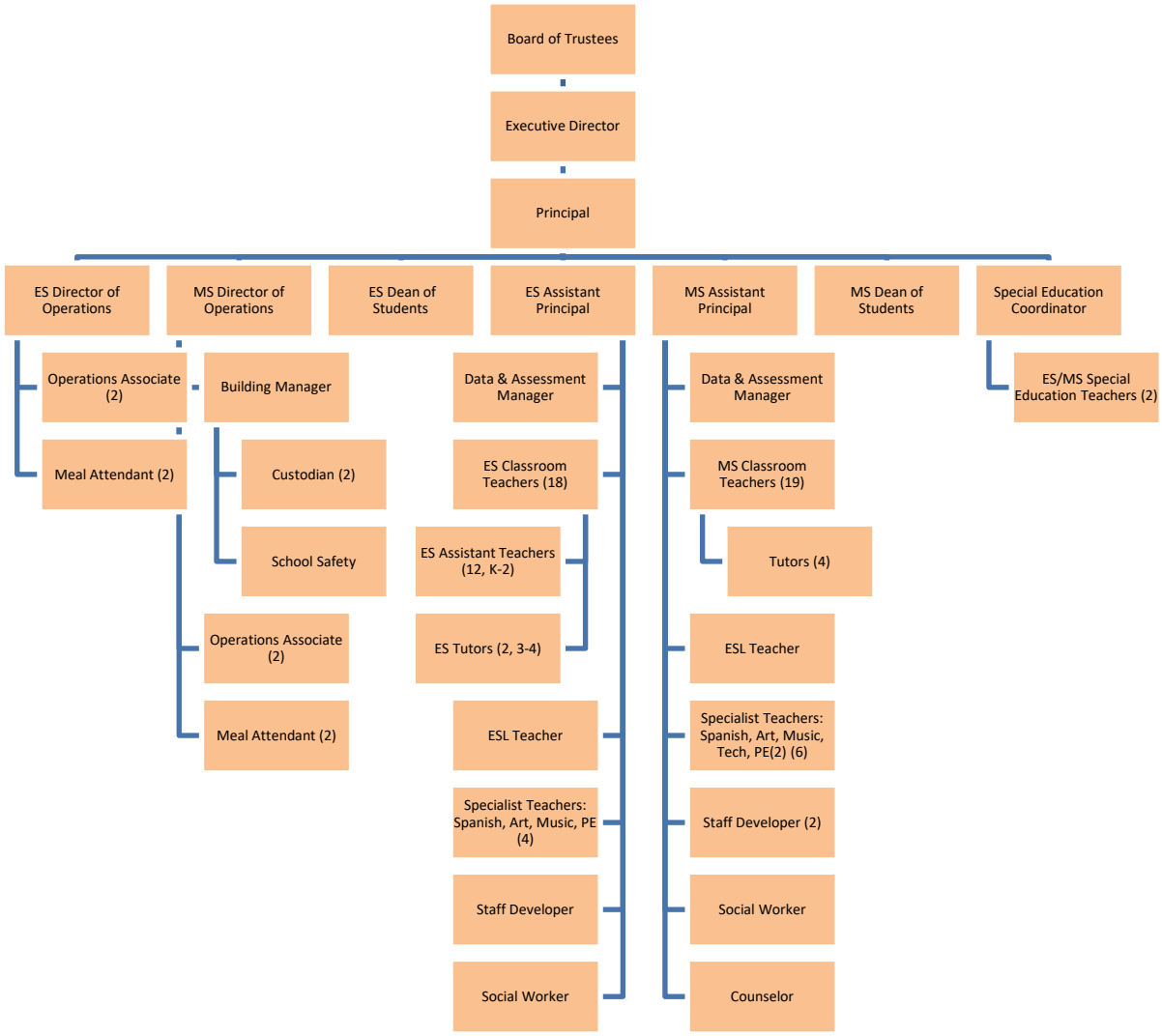
### a. Organizational Chart

Provide organizational charts for the 1st and 5th years of operation clearly showing reporting structures between the school leader(s), the board of trustees, and staff. If the charter school intends to contract or partner with an entity for management or educational services, the organizational charts should also reflect that relationship.

**Year 1: Amber Charter School III Organizational Chart**



**Year 5: Amber Charter School III Organizational Chart**




## b. School Leadership and Management Structure

Include a narrative explaining the lines of reporting and accountability, the rationale for choosing this structure, and the roles of any management or partner organizations.

The narrative should:

• Describe the management practices and procedures, i.e., how the school will set priorities and make key organizational decisions;
• Outline the evaluation procedures for staff in management positions; and,
• Describe recruitment plans for the school leader including:
    o The process and criteria the school will use to select the school leader;
    o Who has been, or will be involved in the selection process; and,
    o The role of any CMO or partner organization (if any) in the selection process.

**Lines of Reporting and Accountability**

Amber Charter Schools, as an EdCorp, views the Principal as the instructional leader of the school, based on almost two decades of ensuring student success at two schools. The **Executive Director** is an experienced school leader who has contributed greatly to the success of Amber Charter School East Harlem and Kingsbridge. The **Executive Director** reports directly to the **Board of Trustees** and is accountable for all aspects of the school's performance, be it academic, organizational or financial. The **Executive Director** will directly supervise the school **Principal**, who will have day-to-day management responsibilities for the school.

The **Principal** will formally supervise the **Assistant Principal, Directors of Operations** and **Deans of Students** throughout the 5 years of the charter. In year 1, s/he will also supervise the **Staff Developers**, **Social Worker, Counselor**, and the **MS Classroom Teachers**, until year 2, when a second **Assistant Principal** is hired. Should the **Principal** have strengths in the elementary grades, we will initially seek a leader with middle school expertise for the first **Assistant Principal** hire, and subsequently shift the elementary and middle grade teacher supervision responsibilities between the **Principal** and **Assistant Principal**.

The **Assistant Principals** will supervise all **Classroom, Specialist** and **ESL Teachers**, and assume the supervision of the **Staff Developers, Social Workers** and the **Counselor** beginning in year 2. The first **Assistant Principal** will supervise the **Special Education Teacher** in year 1. The **Special Education Coordinator**, hired in year 2, will then assume the supervision two **Special Education Teachers** and report directly to the **Principal**. Although the organization chart indicates that **Classroom Teachers** will supervise **Assistant Teachers** and **Tutors** on a day-to-day basis**,** they will do so in close consultation with **Assistant Principals**, who will be primarily responsible for their formal evaluations (with valuable input from those teachers) and address any performance concerns should they arise.

The two **Directors of Operations** will each supervise **Operations Associates** and **Meal Attendants**. Although the organization chart reflects the **MS Director of Operations** supervising the **Building Manager**, the **ES Director of Operations** may assume this responsibility, or share it to some degree.

**Setting Priorities and Making Key Decisions**

***Shared Service Team Level***
Key leaders of the Shared Services Team (the Executive Director, COO, CCO, CFO/HR, and Director of Special Programs) will continue regularly to set overall direction of the EdCorp organization and the schools that they serve. They will continue to focus on monitoring progress towards goals set by the

Board of Trustees and the authorizer to ensure the existing two schools, and now Amber Charter School III, is on track to achieving the common mission AND attaining the goals in its Accountability Plan.

Departments will continue to meet regularly to focus on their unique issues:

- Academics: The Executive Director, Director of Special Programs, and the Principals of Amber Charter School East Harlem, Amber Charter School Kingsbridge and Amber Charter School III will meet regularly to discuss implementation of the school model, students' academic performance, curriculum delivery and staff development needs. They will establish and refine common standards and priorities across all three Amber Charter Schools and coordinate shared activities such as professional development, curriculum resource dissemination and common assessment systems.
- Finance/Operations: The CFO and COO will communicate regularly with the Directors of Operations and Building Managers from Amber Charter School East Harlem and Kingsbridge, and now Amber Charter School III. They track reporting and compliance requirements and monitor the performance of all financial and organization systems.

***School Level***

The Principal will manage affairs at the school and convey information from the Shared Services Team to the school. In practice, school-based staff will communicate frequently and informally with their counterparts on the Shared Services Team. For instance, the Principal will work closely with the Executive Director to implement the academic program, the school Director of Operations will collaborate with the CFO and COO and their staff, and the Staff Developers will work collaboratively with the Director of Special Programs.

- Leadership Team: The Principal along with the Assistant Principal, Director of Operations, Dean of Students, Data/Assessment Managers, and Staff Developers will comprise the school's leadership team, which will meet weekly to discuss school-wide issues, set priorities, and monitor progress.
- Team Leader Meetings: Grade team leaders meet regularly with the Principal, Assistant Principal, Dean of Students, Staff Developers and Data/Assessment Managers to plan together, problem-solve, share concerns, and work toward the school's overall goals. These meetings promote opportunities for the development of leadership skills in teachers.
- Grade Teams: Grade level teachers and teaching assistants along with appropriate special education, ESL and specialists will meet regularly to review curriculum, plan lessons and assessments, and examine student work together. They will also be responsible for analyzing data and action planning, including adjusting instruction to meet students' needs and identify students for targeted intervention services. The Principal, Assistant Principal, Staff Developers, and Data/Assessment Managers will attend the meetings to provide guidance and training and monitor implementation of school practices and priorities. Attendance at these meetings will inform the instructional leadership team's needs assessments and strategic planning.
- At-Risk Specialists: The Principal, Assistant Principal and Special Education and ELL Teachers will meet regularly along with the Special Education Coordinator to consider referrals from teachers and parents regarding students of concern. Amber Charter Schools will employ a Response to Intervention (RtI) Framework, which guides teachers and other instructional staff member to make multiple attempts to mitigate student's struggles before considering a making a formal referral for a special education evaluation. The RtI tiers and intervention strategies are described in detail in **R-08ad Special Populations**.

**Evaluation Procedures for Management Roles**

The Board of Trustees is responsible for evaluating the Executive Director. Each year, it will assemble an Evaluation Committee, and employ the process described below.

| Date | The Evaluation Committee: |
|---|---|
| July/August | Reviews parent and teacher surveys from all Amber Charter Schools |
| September/October | Reviews NYS assessment results for all Amber Charter Schools, as well as the schools' community school districts and boroughs and NYC as a whole |
| October/November | Reviews NYC DOE's Progress Reports for all Amber Charter Schools.<br>Reviews SUNY CSI's analysis of Amber Charter Schools student academic performance, absolute and growth, and comparisons within the charter sector. |
| October/November | The Evaluation Committee facilitates a comprehensive 360-degree evaluation process, utilizing Echospan[1]:<br>● ED completes and submits 360-degree evaluation tool, with written comments, to the Evaluation Committee.<br>● The Evaluation Committee, other trustees, and members of the shared support services [SST] leadership team complete 360-degree evaluation tool.<br>● At Annual Evaluation conference, the Evaluation Committee reviews and shares evaluation with ED. Findings and future goals are discussed.<br>● The Evaluation Committee shares findings and future goals with the full board in Executive Session (at November or December Board Meeting, pending timing).<br>● The Board of Trustees votes to approve the completed ED evaluation. |
| March | The Evaluation Committee meets with ED to engage in a formal Mid-Year Conversation/Check-in and complete mid-year form. |

The Executive Director is responsible for evaluating the Shared Service Team members and the Principals from each school.

The evaluation process for Principals mirrors the Executive Director evaluation process described above. The Executive Director reviews a broader, more comprehensive set of academic performance measures with each principal, including but not limited to internal literacy assessments (e.g. DRA and IReady) and math assessments (e.g. curriculum unit tests). The 360-degree evaluation tool may be completed by more staff members at the school level. In year 1, the Principal and Executive Director will meet for formal check-ins in the fall and winter and the 360-degree evaluation will be implemented in the spring.

**Recruiting Excellent School Leader(s)**

As Amber Charter Schools have evolved and expanded, we have typically trained, prepared and promoted from within to fill our school leadership positions. As such, we are currently exploring a number of internal candidates to assume key roles at Amber Charter School III. We also anticipate conducting a broader external search, as we consider the founding Principal position critical to the success of all staff members as well as all of our students.

Similar to the search for excellent teaching candidates, the external search for Principal candidates includes advertising the opportunity by traditional methods, such as posting jobs with Idealist, Chalkboard, the New York City Charter School Center and the National Alliance for Public Charter Schools, Amber Charter Schools has established connections with a number of graduate schools of

[1] https://www.echospan.com

education and other education organizations in New York City that disseminate job opportunities, and Dr. Acosta will share the posting with her colleagues from the Latino Charter Leaders Roundtable.

Whether external or internal candidates, all applicants for the Principal position will proceed through a rigorous screening process, including phone and in-person interviews, which will be facilitated by a committee including Executive Director, members of the Shared Services Team, at least one Amber Charter School principal, and teachers. Applicants will be required to conduct demonstration lessons, as the role is the instructional leader of the school. References are gathered and contacted for finalists who must also complete a thorough background check, including fingerprinting and criminal clearance.

## 12. Personnel

### a. Staffing Chart and Rationale

Complete the table provided in the budget template to list all instructional and non-instructional staff positions during the first five years of operation and include a copy of the table in this response. Provide a narrative that explains the rationale for the staffing structure and numbers.

| AMBER CHARTER SCHOOL III | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |
| | | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | | |
| | Years | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | | |
| | Grades | K-1, 5-6 | K-2, 5-7 | K-3, 5-8 | K-8 | K-8 | | |
| | Enrollment | 400 | 610 | 802 | 902 | 923 | | |
| **ADMINISTRATIVE PERSONNEL FTE** | | **FTE** | | | | | | **Assumptions** |
| Executive Management | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| Instructional Management | | 2.0 | 3.0 | 3.0 | 3.0 | 3.0 | | |
| Deans, Directors & Coordinators | | 4.0 | 6.0 | 7.0 | 7.0 | 7.0 | | |
| CFO / Director of Finance | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| Operation / Business Manager | | 1.0 | 2.0 | 2.0 | 2.0 | 2.0 | | |
| Administrative Staff | | 2.0 | 3.0 | 3.0 | 3.0 | 3.0 | | |
| TOTAL ADMINISTRATIVE STAFF | | 9.0 | 14.0 | 15.0 | 15.0 | 15.0 | | |
| | | | | | | | | |
| **INSTRUCTIONAL PERSONNEL FTE** | | | | | | | | |
| Teachers - Regular | | 16.0 | 25.0 | 33.0 | 37.0 | 38.0 | | |
| Teachers - SPED | | 1.0 | 3.0 | 3.0 | 3.0 | 3.0 | | |
| Substitute Teachers | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | School Professionals |
| Teaching Assistants | | 8.0 | 12.0 | 12.0 | 12.0 | 12.0 | | |
| Specialty Teachers | | 7.0 | 11.0 | 12.0 | 12.0 | 12.0 | | |
| Aides | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| Therapists & Counselors | | 2.0 | 3.0 | 3.0 | 3.0 | 3.0 | | |
| Other | | 1.2 | 2.4 | 6.6 | 9.0 | 9.0 | | Tutors for Grades 3 - 8 |
| TOTAL INSTRUCTIONAL | | 35.2 | 56.4 | 69.6 | 76.0 | 77.0 | | |
| | | | | | | | | |
| **NON-INSTRUCTIONAL PERSONNEL FTE** | | | | | | | | |
| Nurse | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| Librarian | | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | |
| Custodian | | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | | |
| Security | | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | | |
| Other | | 0.6 | 0.6 | 0.6 | 0.6 | 0.6 | | |
| TOTAL NON-INSTRUCTIONAL | | 4.6 | 4.6 | 4.6 | 4.6 | 4.6 | | |
| | | | | | | | | |
| **TOTAL PERSONNEL SERVICE FTE** | | 48.8 | 75.0 | 89.2 | 95.6 | 96.6 | | |

During the pre-opening year, Amber Charter School III will hire a Principal and a Director of Operations, in order to ensure instructional and operations staff are hired, the building is prepared, and recruitment and enrollment proceed on schedule. For more details, please see **R-22 Action Plan**.

**Year 1 (48.8 FTE):**

**Administrative and Non-Instructional Personnel**

- An Assistant Principal, Dean of Students, 2 Staff Developers and a Data and Assessment Manager round out the instructional leadership team.
- The operations team will include 1 Director of Operations, 2 Operations Associates and 2 Meal Attendants (@.3 each, for .6 total). One (1) Building Manager, 2 Custodians and 1 School Safety Officer will manage the facility.

**Instructional Personnel**

- 16 Classroom Teachers (8 ES K-1, 8 MS 5-6)
- 8 Teacher Assistants (ES K/1)
- 2 Tutors (MS 5/6 @ .6 each, for 1.2 total)
- 1 Spanish Teacher
- 1 Art Teacher
- 1 Music Teacher
- 1 Technology Teacher
- 2 Physical Education Teachers
- 1 Special Education Teacher
- 1 English as a Second Language Teacher
- 1 Social Worker
- 1 Counselor

**Year 2 (75 FTE):**

**Administrative and Non-Instructional Personnel (+5)**

- A second Assistant Principal, Dean of Students, Data and Assessment Manager, Director of Operations, and a third Operations Support will be added.

**Instructional Personnel (+21.2)**

- 9 additional Classroom Teachers (4 ES grade 2/5 MS grade 7)
- 4 additional Teacher Assistants (ES)
- 2 additional Tutors (MS, @ .6 each, for 1.2 FTE)
- A second Spanish, Art and Music Teacher
- 1 Special Education Coordinator
- A second Social Worker, Special Education Teacher and English as a Second Language Teacher

**Year 3 (89.2):**

**Administrative and Non-Instructional Personnel (1)**

- A third Staff Developer is the only addition to the instructional leadership team.

**Instructional Personnel (13.2)**

- 7 additional Classroom Teachers (3 ES grade 3/4 MS grade 8)
- 7 additional Tutors (3 ES @ .6 each, for 1.8 FTE, 4 MS @ .6 each, for 2.4 FTE)
- A third Physical Education Teacher

**Year 4 (95.6):**

**Administrative and Non-Instructional Personnel**
- No additions

**Instructional Personnel (6.4)**
- 4 additional Classroom Teachers (3 ES grade 4/1 MS)
- 4 additional Tutors (4 ES @ .6 each, for 2.4 FTE)

**Year 5 (96.6):**

**Administrative and Non-Instructional Personnel**
- No additions

**Instructional Personnel (1)**
- 1 additional Classroom Teacher (MS)

### b. Qualifications and Responsibilities

Provide a list of qualifications and responsibilities for each position including all instructional and administrative positions.

Amber Charter School III will have a dedicated set of staff members to serve its students. The staffing plan, particularly for the elementary grades, is largely based on the Amber Charter School East Harlem and Kingsbridge models, and reflects an evolution to what works most effectively in meeting the varied needs of students and staff. It also takes into account a larger enrollment and the specific academic and developmental needs of middle school students. The plan also assumes the school will be located in private space; therefore, it requires certain staff with responsibilities not typically necessary in co-located charter schools (e.g., facilities management, security, food services). Below is a description of each position at the school level. For information regarding qualifications, please see **R-23b 9 Job Descriptions**. For details about the roles of Shared Support Team members, please refer to the **Business Plan**.

- **Principal**: Under the guidance of Amber Charter Schools Executive Director, the Principal, who will be hired for the pre-opening year, is responsible for day-to-day affairs at the school. S/he provides instructional leadership, including coordination of curriculum development, instructional planning, scheduling, interventions, and teacher support and evaluation. The Principal also oversees the operational aspects of the school.
- **Assistant Principals:** One Assistant Principal will be hired for year 1, and the second for year 2. In close collaboration with the Principal, Assistant Principals provide direct instructional leadership to Amber Charter School III's teaching staff. They coordinate professional development, conduct formal and informal observations, and collect other evidence of teacher performance.
- **Deans of Students**: One Dean of Students will be hired in year 1, the second in year 2. Both will support the school's culture, classroom management practices and discipline and will work closely with the Principal and Assistant Principal(s) to build a strong sense of community among staff and families.

- **Staff Developers**: Two Staff Developers will join the school in year 1, and the third in year 3. They provide ongoing support to teachers, ensuring professional development is deeply embedded in real-time classroom instruction, and help them individually and collectively align their efforts to best practices. They also liaise with all outside curriculum and instructional consultants, (e.g. Wit and Wisdom) and follow-up to teachers to implement and improve the strategies introduced by these consultants. Staff Developers are critical to the building of a cohesive, collaborative instructional team, as they prioritize the facilitation of a range of professional development activities, such as workshops, trainings and book study groups. They also ensure teachers have all necessary materials and resources.
- **Data and Assessment Managers**: One Data and Assessment Manager will be hired for year 1, and the second for year 2. They coordinate the organization and administration of all assessments, collect data, conduct analyses. and generate reports for teachers and school leaders. They work closely with teachers to help them use data to inform instructional planning and identify students for interventions.
- **Directors of Operations**: One Director of Operations will be hired for year 1, the second for year 2. In coordination with the CFO and other members of the Shared Services Team, the Directors of Operations manage all non-academic affairs at the school site, including enrollment, attendance, scheduling, food services and health services. They are supported in this work by the operations associates and meal attendants.
- **Operations Associates**: Two Operations Associates will be hired for year 1, with a third added in year 2. Operations Associates are typically the first point of contact for students and families, as well as all other callers and visitors. All Amber Charter Schools are predicated on building a strong home-school connection, and the Operations Associates promote healthy and frequent communication with families, coordinate events, and provide guidance around processes such as student recruitment and enrollment. They also assist with tracking attendance, meeting reporting requirements, filing, record keeping and correspondence, and other tasks in support of the administration.
- **Meal Attendants (.3 FTE each)**: Two meal attendants, will track meal counts and federal program reporting requirements. They will also perform other office duties as required.
- **Building Manager:** The building manager coordinates all maintenance and upkeep of the facilities, supervises custodians, and manages vendors.
- **Custodians**: Amber Charter School III will require two custodial staff members to maintain a clean and healthy building, as it will be sited in a private facility.
- **School Safety Officer**: To ensure a safe and orderly learning environment, the school will hire a School Safety Officer in year 1 to monitor the entrance, identify visitors and support the school's safety protocols.
- **Nurse (DOH)**: Amber Charter School III expects to have a school nurse provided by DOH to address minor medical issues, maintain students' medical records, and administer medications as necessary.
- **Teachers:**
    - **Classroom Teachers**:
        - Eight elementary level classroom teachers will be hired in year 1 (for four kindergarten and four first grade classrooms). Four will be added in year 2 as Amber Charter School III grows to serve grade 2, and four will be added for grades 3 in year 3. We expect to serve only

three classes in 4th grade in year 4 and 5, based backfilling open seats only in grades K-2, and estimated attrition based on prior experience at our existing schools. Should attrition be less than expected, staffing will be adjusted accordingly.

- Eight middle school classroom teachers will be hired in year 1 (for four sections of 5th and 6th grades, teaching humanities/ELA, mathematics, science and social studies). Five will be added in year 2, as Amber Charter School III grows to serve grade 7. Four will be added for grade 8 in year 3, and one will be added in both year 4 and 5. Aligned to the enrollment plan, we expect to serve only three sections in 8th grade in year 4, based backfilling open seats only in grades 5-6, and estimated attrition. Should attrition be less than expected, staffing will be adjusted accordingly. The one additional teacher we have added in years 2 (5 vs. 4), year 4 (1) and Year 5 (1), based on assessed learning needs, may be utilized to
  - Reduce section class size in a particular content area to ensure all students are not only meeting, but exceeding grade level standards,
  - Create deeper learning experiences, within or across content areas (e.g. writing, STEAM, etc.), and/or
  - Offer accelerated coursework, such as advanced math or technology.

- **Special Education Teachers:** One special education teacher will be hired in year 1, the second in year 2. They provide additional learning supports to students mandated for SETSS and those identified as academically at-risk.
- **English as a Second Language Teachers:** One English as a Second Language Teacher will be hired in year 1, the second in year 2. They provide additional learning supports to students identified as English language learners and those identified as academically at-risk.
- **Specialists Teachers:** Spanish, Music, Art, Physical Education and Technology Teachers provide content-focused learning opportunities that further extend and enrich the core curriculum areas.

- **Special Education Coordinator**: This coordinator serves as the primary liaison to district CSE, coordinates special education child find, IEP development and review processes, supervises special education teachers and provides professional development.
- **Teacher Assistants**: All kindergarten, 1st and 2nd grade classrooms will have teacher assistants, who may support the classroom teacher in a myriad of ways, including but not limited to working with students individually or in small groups, ensuring students have access to resources, differentiating materials to meet the learning needs of particular students (challenged to advanced) and reviewing classwork, homework, writing, etc.
- **Tutors (.6 FTE each)**: On the elementary level three tutors will be hired in year 3, and four will be hired in year 4, to provide additional, targeted support to 3rd and 4th grade students. On the middle school level, two tutors will be hired in year 1 to support 5th and 6th grade students. Two additional tutors will be hired in year 2, and four will be hired in year 3, to support the learning needs of 7th and 8th graders.
- **Social Workers**: One social worker will be hired in year 1, the second in year 2. Social workers provide counseling services to students, refer families to community resources, participate in special education processes and support teachers as they help students in their social-emotional development.
- **Counselor:** The counselor will facilitate and support the middle school advisory program, internships

and high school articulation process.

**c. Staff Recruitment and Retention**

Describe plans to recruit and retain staff, particularly high-quality teachers including:
• The processes and policies to recruit and hire teachers and other staff; and,
• The strategies for retaining high quality teachers.
NOTE: If a business plan submitted in conjunction with this proposal fully addresses this request, applicants may reference the business plan response in lieu of addressing these questions in full in the proposal.

With almost two decades of experience operating high-performing charter schools, Amber Charter Schools has developed effective strategies for recruiting and retaining high quality teachers and staff.

With a record of success, Amber Charter Schools has a reputation that attracts applicants, allowing it to be selective and choose staff members who closely align with the school's mission and vision. In addition to traditional methods, such as posting jobs with Idealist, Chalkboard, the New York City Charter School Center and the National Alliance for Public Charter Schools, Amber Charter Schools has established connections with a number of graduate schools of education and other education organizations in New York City that disseminate job opportunities. In addition, by hiring teacher assistants and tutors, we create an active internal pipeline (within and now across our schools) to identify and develop potential teachers. The same is true for our leaders, who are often developed from within our teachers and junior operations staff.

Whether external or internal candidates, all applicants proceed through a rigorous screening process, including phone and in-person interviews facilitated by a teacher and administration committee. For all instructional positions, applicants are required to conduct demonstration lessons. References are gathered and contacted for finalists, who must also complete a thorough background check, including fingerprinting and criminal clearance.

As Amber Charter Schools have evolved and expanded, we have typically trained, prepared and promoted from within to fill our school leadership positions. As such, we are currently exploring a number of internal candidates to assume key roles at Amber Charter School III. We also anticipate conducting a broader external search, as we see these founding positions as critical to the success of all staff members as well as all of our students. The Executive Director and the leadership team of the Shared Services Team will ensure a highly qualified Principal and Director of Operations are identified and hired for the pre-opening year.

To hire the first cohort of teachers for Amber Charter School III, the recruitment will begin in January of the initial school year in order to allow enough time to hire the large number of teachers, teacher assistants and tutors required. In each subsequent year, hires will be done in the winter/spring before the school year begins.

Identifying excellent talent, particularly in teaching, is a critical challenge for any new school. To this end, Amber Charter Schools EdCorp, or the school itself, may also employ a dedicated staff recruiter. The Executive Director will work closely with the Principal, particularly to consider internal teacher candidates from Amber Charter School East Harlem and Kingsbridge to assume grade team teacher leader roles. These teachers will know the school culture, procedures, high expectations of Amber

Charter Schools, as well as the academic programming in the elementary grades, and will serve as strong guides for newly hired teachers.

Amber Charter Schools strives to employ 80% experienced teachers and 20% newer teachers (i.e. recent graduates). Experience is defined as having earned a bachelor's degree, at least two or three years of teaching experience, preferably at more than one grade level, and demonstrated mastery at least one instructional technique used at Amber Charter Schools. We prioritize candidates who are duly certified in special education, as these teachers are typically stronger at modifying and differentiating to best meet the needs of our diverse student population and strive to assemble a teaching team in which a minimum of 10% have earned graduate degrees.

Amber Charter Schools' primary strategy for retaining staff is providing them with a professional environment in which to work and compensating them well for their efforts. Amber Charter Schools offers robust professional development opportunities, including Summer Institute, bi-monthly ½ days, common planning time and off-site workshops and conferences. In addition, a cohesive, collaborative team of instructional leaders and staff developers provide ongoing support and coaching for teachers. Staff members have collectively bargained a contract with the school that provides competitive salaries and benefits, including a 4% match for retirement.

# Amber Charter School

# Personnel Policy and Procedures

# Employee Manual

Revised 5/18/16

# Table of Contents


**I. INTRODUCTION TO MANUAL ..... 1**

**II. ORGANIZATIONAL INFORMATION ..... 2**

*Mission* ..... 2
*Amber Way* ..... 2
*Amber Key Design Elements* ..... 4
*An Amber Student will* ..... 4
*Amber History* ..... 5
*Success from Effort* ..... 5
*Board Chairs* ..... 6

**III. EQUAL EMPLOYMENT OPPORTUNITY ..... 7**

**IV. COMMUNICATIONS ..... 7**

**V. HIRING ..... 7**

**VI. PROBATIONARY PERIOD ..... 7**

**VII. HOURS OF WORK ..... 8**

*Attendance* ..... 8
*Holidays* ..... 8
*Inclement Weather / Emergency Closings* ..... 8
*Work Week* ..... 9
*Time Keeping* ..... 9

**VIII. PAY INFORMATION ..... 9**

*Direct Deposit* ..... 9
*Pay Schedule* ..... 9
*Reimbursements* ..... 9

**IX. LEAVES OF ABSENCE ..... 10**

*Jury Duty* ..... 10
*Family and Medical Leave* ..... 10
*Military Leave* ..... 11
*Personal Leave* ..... 11
*Bereavement Leave* ..... 11
*Compensatory Time Off* ..... 12

**X. EMPLOYEE INSURANCE BENEFITS ..... 12**

*Generally* ..... 12
*Medical Insurance* ..... 12
*Deferred Compensation/Retirement Plan* ..... 12
*Disability Insurance* ..... 13
*Workers' Compensation* ..... 13

**XI. EMPLOYMENT POLICIES & PROCEDURES ..... 13**

*Health & Safety* ..... 13
*Smoking Policy* ..... 14
*Drug/Alcohol Policy* ..... 14

*Harassment/Discrimination* ..... 14
*Defining Sexual Harassment* ..... 14
*Investigation and Remediation* ..... 15
*Solicitation and Distribution* ..... 15
*Ban on Acceptance of Gifts* ..... 15
*Company Phone Use* ..... 16
*Cell Phone Use* ..... 16
*Social Media* ..... 16
*Work Made for Hire* ..... 16
*Dress Code* ..... 17
*Key Control* ..... 17

**XII. PERFORMANCE ..... 18**

*Performance Evaluation and Discipline Policy* ..... 18
*Problem Solving Procedures* ..... 19

**XIII. SEPARATION ..... 20**

*Layoffs due to reduction-in-force* ..... 20
*Leaving Amber Charter School* ..... 20
*Severance Pay* ..... 21
*Exit Interview* ..... 21

**XIV. CONFIDENTIALITY ..... 21**

**XV. PERSONNEL INQUIRIES ..... 21**

**XVI. PERSONNEL FILES ..... 21**

**XVII. FREEDOM OF INFORMATION LAW ..... 22**

**XVIII. WHISTLEBLOWER POLICY STATEMENT ..... 23**

**XIX. CODE OF ETHICS POLICY STATEMENT ..... 24**

**XX. CONFLICT OF INTEREST POLICY STATEMENT ..... 24**

**EMPLOYEE ACKNOWLEDGMENT FORM ..... 25**

**EXHIBIT A: WORK MADE FOR HIRE (EMPLOYEES) ..... 26**

**EXHIBIT B: WHISTLEBLOWER POLICY ..... 27**

**EXHIBIT C: CODE OF ETHICS POLICY ..... 28**

**EXHIBIT D: CONFLICT OF INTEREST POLICY ..... 29**

**EXHIBIT E: INTERNET SAFETY & NETWORK USAGE POLICY ..... 30**

# I. INTRODUCTION TO MANUAL

This manual is intended to provide you with a convenient summary of Amber Charter Schools' history, mission, overview of key elements, policies, benefit programs and certain operating procedures. While it is not possible to put everything in writing, we anticipate that this Manual will provide you with **general** information concerning your employment. For members of the Union for Teachers [UFT] this Manual supplements the Collective Bargaining Agreement [CBA] which is the ruling document for its members.

We recommend that you consult this Manual whenever you have a question regarding your employment. If you do not find the answer here, **please** contact the Executive Director. Of course, we welcome your comments and suggestions for improving all aspects of Amber Charter School's operation.

It must be emphasized that no statements made in the Manual are intended or written as contractual commitments or obligations of Amber Charter School to any individual employee or group of employees. This Manual is not a contract, express or implied, or a guarantee of continued employment for any employee. Although we hope your employment relationship with Amber Charter School will be long-term, that relationship is "at will," meaning that either you or Amber Charter School may terminate this relationship at any time, for any reason, with or without cause or notice, subject only to any collective bargaining agreement or other employment agreement to which Amber Charter School and you may be a party. To the extent that this Manual is inconsistent with the terms of any such agreement, that agreement shall control.

Amber Charter School retains the right to make reasonable rules and regulations regarding employee conduct and to establish and modify policies and procedures regarding educational matters and the operation of the School. Amber Charter School will consult with an advisory committee of teachers, staff and parents for suggestions on establishing and modifying policies and procedures**.** Accordingly, this Policy Manual will be updated as necessary to reflect such modifications.

## II. ORGANIZATIONAL INFORMATION

*By joining the Amber Charter Schools community, you have made a commitment to build lifelong learners.*

### *Mission*

Our mission is to provide our students an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in top middle schools and beyond.

### *Amber Way*

A strong culture of respect for learning is fostered through the infusion of the Amber Way throughout the student and adult culture. The Amber Way teaches the following character traits:

**A**chievement,
com**M**unity,
responsi**B**ility,
hon**E**sty and
**R**espect.

All adults are expected to model the following five character traits to each other, children, parents, and community members in every interaction:

Achievement is demonstrated in the following ways:

- Be a lifelong learner.
- Seek ways to exert leadership.
- Be willing to struggle to learn and change.
- Strive toward excellence in duties.
- Be passionate and committed to our mission.
- Seek ways to improve and grow professionally.
- Take advantage of any opportunity to positively promote Amber's mission and goals.

Community is demonstrated in the following ways:

- Attend school events.
- Serve on a school committee.
- Attend staff celebrations.
- Go beyond your job duty to support a colleague or school event.
- Represent Amber in a professional manner to all outside agencies.

Responsibility is demonstrated in the following ways:

- Demonstrate initiative.
- Be proactive in responding to problems and opportunities.
- Meet all job duties and responsibilities well.
- Respond in a timely manner to all student, parent, colleague, and supervisor requests.

Honesty is demonstrated in the following ways:

- Take ownership for your mistakes.
- All information provided is true.
- Pertinent information is not omitted but openly disclosed.
- Questions are posed when in doubt.
- Self-reflection is a personal practice.

Respect is demonstrated in the following ways:

- Respect diverse beliefs and views.
- Respect the lines of authority.
- Respond to all communication [verbal, written, email, text] in a respectful and timely manner.
- Abide by the Feel-Think-Act not Feel-Act-Think
- During meetings, track the speaker and demonstrate active engagement.
- Greet each person as you meet them.
- Dress professionally, clean, and neat.

### *Amber Key Design Elements*

Amber Charter Schools offer a significant educational benefit to the students who attend by providing these key design elements:

- **Literacy**: 90 minutes of instruction per day
- **Mathematics**: 90 minutes of math instruction per day
- **Science**: 90 minutes of science instruction per week
- **Social Studies**: 90 minutes of social studies instruction per week
- **Spanish as a Foreign Language**: All students will learn Spanish language and culture
- **Enrichment**: Students will have opportunities to learn: art, music, physical education, and technology.
- **School Culture**: A strong culture of respect for learning is fostered through the infusion of the Amber Way throughout the student and adult culture. The Amber Way teaches the following character traits: **A**chievement, com**M**unity, responsi**B**ility, hon**E**sty and **R**espect.
- **Service**: Every student is required to complete a community service project each year. In this way, students begin to know their community, its needs and strengths, and see themselves as a vital contributor to their community.

### *An Amber Student will*

- Graduate with the academic knowledge, critical thinking skills and problems solving capacity needed to succeed in top middle schools and beyond.
- Hold themselves and their peers to high expectations for quality work, commitment to learning and character.
- Take leadership responsibilities in the school.
- Engage their family in their learning.
- Complete projects that challenge them to do the work of scientists, mathematicians, writers, and artists.
- Contribute to their communities through community service.
- Benefit from learning in an environment that is physically and emotionally safe, marked by kindness, honesty, respect, and responsibility.
- Find value in learning.

The **Amber student** is defined in three ways:

i. The Learner [Academic Achievement]
ii. The Person [Student behavior] and
iii. The Community Member [Community Service].

## *Amber History*

Amber Charter School was founded in 2000 as the first Latino-led charter school in New York State by the Community Association of Progressive Dominicans (ACDP), a community based organization. It was established as an education corporation and issued a five-year charter by the Board of Regents of the University of the State of New York ("Regents). The East Harlem Amber School has been granted several renewals from SUNY CSI since then.

As one of New York City's first charter schools, it is a school that was founded by parent and teacher school reformers who were steeped in reform for years as they engaged in improving public schools. Having participated in parent/teacher school improvement committees/councils, the founders understood how stakeholder involvement in key school governance decisions could improve academic outcomes for students. For this reason, the founders opened a charter school. Amber is also one of the first charter schools in the nation to invite the union at inception and to negotiate a "slim" teachers' union contract with the United Federation of Teachers (UFT).

## *Success from Effort*

Amber is not a "typical" charter school, with a no-excuses model of education brought to a community by an out-of-town charter management organization to continually replicate its schools for scale. Rather, Amber is an original, independently operated, public school. Every improvement to its academic and organization model came from years of hard knocks. Despite early challenges, Amber has a record of success. In many respects, Amber is a classic example of what "charter schools" were thought to look like when originally envisioned in the early 1990's.

Having a strong and consistent Board of Trustees has been a hallmark and a deep source of stability for Amber. Some members have served over 10 years on the board and this allowed the institutional knowledge of Amber to grow over time. Amber carefully weighed the option of growing (CSI and the school's parent body requested this several times over the years), but it was not until the organization believed it earnestly possessed a strong enough academic model that it replicated. We have learned what works and what does not. We know what "quality" looks like and the path to get there. With massive demand and thousands on waitlists for NYC charter schools, in 2014 Amber applied and was authorized to operate a second Kindergarten through 5$^{th}$ Grade school in Washington Heights in the fall of 2016 ("Amber Charter School II).

Amber was originally designed to be a dual-language immersion school primarily for Latino students in Washington Heights. When the school recognized that it did not have the resources to develop and operate a school in that neighborhood, the Board decided to purchase a property in East Harlem on 106$^{th}$ St. and our student population was primarily English-speaker dominant.

After attempting to implement our original model as planned for a few years, it became clear that we needed to modify our design to serve the students we had. We made these difficult changes and students began learning at high levels. This was when Amber's true mission became real: it would be an organization that would help its students learn – it would be accountable to its community, regardless of the "plans that had been made." Student performance would trump adult plans. This heart-felt lesson has made Amber the type of organization it is today; accountability is not an idea – it is a daily reality. *While Amber's academic model and high quality people are essential to its success, its true value proposition is that it is an organization that has demonstrated its accountability to its community – it is a proven reflective organization that will change what it does in order to foster student learning.*

**Amber Schools consist of two schools:**
Amber Charter School East Harlem
Amber Charter School Washington Heights

*Board Chairs*

Founding Chair: Luis A. Miranda, Jr.: 2000 – 2011

David Briggs: 2011 – 2015

Soledad Hiciano: 2015- present

## III. EQUAL EMPLOYMENT OPPORTUNITY

It is the policy of Amber Charter School to provide equal employment and educational opportunities for all persons without regard to race, color, religion, national origin, citizenship, martial status, gender, age, veteran status, disability, political affiliation, or sexual orientation. An integral part of this policy is to administer recruiting, hiring, working conditions, benefits, compensation, training, and termination of employment for all employees without discrimination.

## IV. COMMUNICATIONS

Amber Charter School strives to communicate with all its employees through staff meetings, postings, emails, memoranda and as necessary, through one-on-one meetings. We expect and anticipate that all communications will be delivered in a professional manner. Professionalism is demonstrated by courtesy and respect. Should you have any questions regarding a particular policy, procedure, or issue, please consult with the Executive Director.

Memos, announcements, job postings, and other important information are either posted on Amber Charter School's bulletin board, emailed or distributed to each employee. Review these frequently to ensure that you are current on Amber Charter School information. Employees are encouraged to use the bulletin boards, interoffice mail and email to communicate with coworkers; however, prior approval must be obtained from the Executive Director or a designee.

## V. HIRING

It is Amber Charter School's policy to hire the best and most qualified candidate for any vacancy. Amber Charter School, where practicable, also seeks to provide career advancement opportunities to current employees.

The Board of Trustees hires the Executive Director. The Executive Director hires all other staff members. To fill vacant positions, the Executive Director, or someone designated by the Executive Director, advertises vacancies, screens and interviews candidates in conjunction with the Interview Committee personnel subcommittee and consults with teachers, other staff members, parents and the Board of Trustees, as deemed appropriate by the Executive Director or the designee.

## VI. PROBATIONARY PERIOD

Each new employee shall be on probation for three months. This period enables Amber Charter School to evaluate the employee's performance and suitability for the specific type of work assigned to the employee. At the discretion of the Executive Director, an employee on probation may be terminated at any time without cause, and the probationary period may be extended beyond the initial three month period up to an additional three months.

## VII. HOURS OF WORK

### *Attendance*

As important as it is to maintain a good attendance record at work, there will most likely be times when you cannot avoid being absent or late. If you know in advance that you will be late or absent, it is your responsibility to notify your supervisor.

You may not always be able to plan in advance when you will be late or absent. In such instances, you must inform your supervisor as soon as possible on that day that you are late or absent. Whenever possible, absence or lateness should be reported prior to your usual starting time. Failure to report your absences or excessive occasions of tardiness, absence, or early departure from work may result in disciplinary action, including termination.

Any employee who is absent three (3) or more consecutive work days without notice to his or her supervisor may be deemed to have voluntarily resigned and may be terminated from Amber Charter School on the close of business of the third day.

In addition, any employee who is absent more than the specified number of paid personal leave days other than for medical reasons without written permission from the Executive Director and is not subject to any of the leave provisions set forth herein, may be deemed to have voluntarily resigned. At the discretion of the Executive Director, if termination is not in the best interest of the school, an employee who is excessively absent without permission from the Executive Director, may be docked at the rate of two days pay for each day of absence.

### *Holidays*

Amber Charter School follows its yearly-published calendar and will be closed for holidays and vacation breaks noted on the yearly School schedule.

An employee absent on the day before or after a holiday or vacation break without written prior permission from their supervisor, for any reason other than unplanned sickness or emergency affecting the employee or a family member, will not be paid for the holiday or vacation at the rate of one unpaid day per day of absence.

The total number of days in which full time non-bargaining employees are eligible for additional PTO days is thirteen (13) days. This consist of the following: Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King, Jr. Birthday, President's Day, Memorial Day. In addition there will also be three (3) floating days that will be designated in a calendar at the close of each fiscal year.

### *Inclement Weather / Emergency Closings*

Decisions to close Amber Charter School will be made by the Executive Director or a designee. In the event that Amber Charter School is closed prior to the beginning of the workday, you should stay home and will be paid. Should Amber Charter School close during the workday, you may

receive permission to leave from your supervisor and will be paid for the day. If you wish to remain working, you must first obtain supervisory approval.

Consult with the Executive Director to learn which radio and television stations to monitor to ascertain if Amber Charter School will be open or closed in the event of inclement weather. Notification may also be made via email.

Amber Charter School will be closed on days that the New York City Board of Education schools are closed for weather or other emergency conditions.

If you are on PTO during school closure that time will be credited to you.

### *Work Week*

Normal work hours for teachers, teacher assistants and related service personnel are from Monday through Friday, unless otherwise approved in writing by the Executive Director or a designee. Staff may be required to attend weekly meetings with their supervisor once a week on a regular weekday to be determined before the beginning of each school year and announced at the start of the school year.

### *Time Keeping*

You are required to record your attendance at the start and end of each day. Each school has a Biometric HandPunch. If you failed to record your attendance please contact Human Resources by email listing the day and hour arrival or departure.

## VIII. PAY INFORMATION

### *Direct Deposit*

You may elect to participate in Amber Charter School's direct deposit program. This program provides for your paycheck to be automatically deposited into the financial institution of your choice. Participation in direct deposit begins by completing the necessary information with TriNet.

### *Pay Schedule*

Paychecks are issued every two weeks. Should that day fall on a holiday or vacation day, every effort will be made to pay on the previous business day. Contact the finance officer for specific information on payroll distribution. Direct deposit is encouraged to avoid delays.

### *Reimbursements*

Employees are eligible for reimbursement from Amber Charter School for reasonable business expenses paid with their personal funds. Approval for reimbursement must be obtained in advance from the Executive Director or a designee. To obtain reimbursement, employees must

submit an itemized list of each expense and receipts for each item to the Executive Director or a designee.

I. The final decision on whether to reimburse an employee for any such expenses is vested with the Executive Director or the designee.

## IX. LEAVES OF ABSENCE

### *Jury Duty*

If you are called to serve on jury duty, or appear as a witness in response to a subpoena, and can provide proof of jury service or the subpoena, you will be paid your regular wages. Any jury duty leave beyond two weeks shall be unpaid. Any amount you are paid by the government for serving on jury duty or as a witness, during the period for which you receive salary must be turned over to Amber. This provision will not apply during summer or vacation periods.

Because of the disruption to children's education, jury duty should be scheduled, to the extent possible, during times when school is not in session (e.g., Summer).

### *Family and Medical Leave*

While Amber Charter School is not a covered employer under the Family and Medical Leave Act of 1993, Amber Charter School recognizes the importance of providing family and medical leave to its employees and embraces the principles of the Act. Accordingly, Amber Charter School has adopted the following family and medical leave policy that gives eligible employees job-protected leave for the birth, adoption, or foster care of a child, or the serious health condition of an eligible employee or an immediate family member (child, spouse, domestic partner or parent). This policy applies to all employees who (1) have been employed by Amber Charter School for a total of at least twelve (12) months prior to the date on which the leave is to commence, and (2) have worked at least 1,250 hours in the twelve (12) months preceding the leave. Eligible staff is entitled to 12 weeks of unpaid leave beginning with the birth, adoption or placement with you of a child in foster care. This leave can be taken during any 12-month period if any of the above-listed circumstances are demonstrated; the 12-month period is calculated starting from the date you begin an approved leave. **Insurance** benefits will continue for the duration of the leave at the same level and conditions as if you had continued to work.

You must give 30 days advance notice in writing to the Executive Director of the need to take leave when it is foreseeable for the birth or placement of a child for adoption or foster care, or for planned medical treatment. When it is not possible to provide advance notice, you must notify the Executive Director as soon as practicable. Under certain circumstances, Amber Charter School may request a certification of the need for such absence by the employee's medical provider.

This policy is voluntarily adopted by Amber Charter School. It is not intended to create and does not create any enforceable rights under the Family and Medical Leave Act.

### *Military Leave*

If you are a member of a military unit, the National Guard, Naval Militia, or Armed Forces Reserves, you are entitled to 15 work days of paid leave per federal fiscal year for federally funded military duty. Regardless of whether the duty is fragmented you are still entitled to 15 work days of leave per federal fiscal year. You must include a copy of your military orders or other official documentation with your request for military leave.

If you are ordered to duty because of an emergency, you must supply supporting documentation upon your return to work to verify the use of military leave.

### *Personal Leave*

Full time employees are eligible for twelve days of paid personal leave each year, which is to be used for personal reasons or illness. You must request approval from the Executive Director or a designee prior to utilizing any personal leave, unless such leave is due to unanticipated illness. Your request (if not due to illness) may be denied based on operational needs. Personal leave is credited at the end of each month or monthly anniversary date. Newly hired employees must work one month prior to earning personal leave credits.

Unused personal leave days in any school year (July 1 to June 30) accrue to the following year, up to a total of 27 personal leave days in a given year.

The accrual policy is designed to protect against any extended illness of an employee that is not otherwise covered by disability insurance.

Bargaining employees may donate up to two (2) of their accrued (not current) personal days per school year (July 1 to June 30) to an ill or injured co-worker who has exhausted his or her personal days. An Employee who has exhausted his or her personal days can receive up to five (5) donated personal days per school year.

Full time non-bargaining employees will be eligible for a designated number of paid time off days ("PTO") as set forth in the employee's offer letter. Each year an employee is eligible to roll over five (5) unused PTO days. Any unused PTO days above 5 will be forfeited at the end of fiscal year.

### *Bereavement Leave*

You are entitled to up to three (3) workdays of leave upon the death of immediate family members, as defined below. The period of time off must encompass the day of the funeral.

For purposes of administering this policy, your "immediate family" includes one of the following current relationships: spouse/life partner, parents, brothers, sisters, grandparents, and grandchildren of yours or your spouse.

Up to one day may be granted for the purpose of attending a funeral of family members other than those classified as "immediate family".

Should additional time off in excess of the time provided for in this policy be necessary, you may take personal time. Such request should be coordinated with your supervisor. You will be required to provide evidence of the death of family member such as certification of attendance at funeral service or death certificate.

### *Compensatory Time Off*

Full time non-bargaining employees are eligible for comp time when working during family orientation events and any other prior approved events requested by their supervisor.

## X. EMPLOYEE INSURANCE BENEFITS

### *Generally*

Amber Charter School's comprehensive insurance benefits program is available for full time employees, and for part-time workers who work more than a designated number of hours with a pro-rated employee contribution. Brochures with more detailed information are available from the human resources office. You are responsible for reviewing the information in order to select the package which best meets your needs. You have an opportunity to re-evaluate health care options each year according to schedules set by health agency providers. Plan changes may be made during the annual enrollment period. In the case of a qualifying event, you may add or delete dependents, and cancel or pick up coverage. Consult with the Executive Director or a designee for additional information.

### *Medical Insurance*

The Executive Director or a designee will select a medical insurance plan, which may include more than one option of provider or provider networks, which Amber Charter School will provide to each full-time employee and to eligible part-time employees.

Amber Charter School will pay a specified amount in premiums for each available plan, and will pass on any excess costs. Employee co-payment for health care coverage will vary depending upon the level of coverage selected by the employee. Employee contributions for health care coverage will be automatically withheld from employee paychecks, in an amount in accordance with a schedule maintained by the Executive Director or a designee.

Any employee who wishes not to accept any of the insurance benefits offered by Amber Charter School is required to submit such a request in writing to the Executive Director or a designee.

### *Deferred Compensation/Retirement Plan*

Amber Charter School participates in a defined contribution retirement plan (the "plan") for eligible employees with TIAA/CREF. Amber Charter School contributes 4% of the employee's earnings to the plan of each employee. This amount is subject to change, based on the financial

condition of Amber Charter School or the requirements of a collective bargaining agreement for bargaining unit members.

Eligibility for the plan begins after one year of employment, according to the conditions set by the TIAA/CREF contract.

Employees may make voluntary contributions on a pre-tax basis through payroll deduction to the Amber Charter School Tax Deferred Annuity deferred compensation account in accordance with federal guidelines, employees are subject to a maximum limit per year on deferred compensation.

Employees shall take every reasonable precaution to ensure that the per-paycheck amount of income requested to be deferred will not cause such limits to be exceeded in any given year.

### *Disability Insurance*

Amber Charter School carries short and long-term disability insurance (the former as required by New York State law). Such insurance allows payment in the event of certain injuries, illnesses or other disabilities occurring outside of the workplace, including pregnancy. Any employee wishing to claim disability pay must file appropriate reports and forms with the Executive Director or a designee. Such employee also is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

### *Workers' Compensation*

Injury resulting from accidents that occur while performing official duties on behalf of Amber Charter School are covered by workers' compensation insurance.

Any employee who suffers an injury as a result of such an accident must file a report with the Executive Director or a designee as soon as possible. Such employee is responsible for filing any other necessary forms or applications. Failure to properly report an accident may preclude entitlement to Workers' Compensation.

## XI. EMPLOYMENT POLICIES & PROCEDURES

### *Health & Safety*

The workplace shall be maintained in a safe and healthy condition, and in accordance with all applicable health and safety laws. It is essential that you perform your duties in a safe manner and follow all established safety rules.

You should discuss with the Executive Director or a designee any hazards of your job and make sure you are familiar with any equipment you operate. Amber Charter School will conduct training as needed for employees who work with hazardous materials. Should you have any questions about proper procedure, please seek guidance from the Executive Director or a designee prior to handling hazardous materials.

### *Smoking Policy*

Smoking is prohibited on all Amber Charter School grounds, in front of Amber Charter School, within close enough proximity of Amber Charter School as to risk being seen by a student, or in the presence of any Amber Charter School student. It is our intent to discourage emulation by students. Failure to comply with this policy will lead to disciplinary action.

Amber Charter School grounds consist of any Amber Charter School owned or leased property or any site where official duties are being performed by Amber Charter School employees.

### *Drug/Alcohol Policy*

The possession, use, distribution, sale, or manufacturing of illicit drugs and alcohol on Amber Charter School grounds is strictly prohibited. Any violation of this policy will result in immediate disciplinary action. Drugs prescribed by a medical professional and taken for legitimate medical reasons are excluded from this policy.

### *Harassment/Discrimination*

Amber Charter School is committed to creating and maintaining a work environment free of conduct and/or communication that is objectionable or disrespectful. Amber Charter School strictly prohibits harassment that is perpetrated by and against its employees and students. Conduct which creates an intimidating, hostile, or offensive work environment will not be tolerated.

Amber Charter School prohibits discrimination on the basis gender, age, race, color, creed, ancestry, national origin, religion, marital status, sexual orientation, gender identity or expression, physical or mental disability, medical condition or any other characteristic that is protected by law.

The purpose of this policy is not to regulate personal morality, or to encroach on employees' personal lives, but to demonstrate this organization's commitment to maintaining a workplace environment that is free of harassment of and by its employees and students.

It is the responsibility of all management and all employees to assure that this policy is understood, implemented, and adhered to without exception.

### *Defining Sexual Harassment*

Unwelcome sexual advances, requests for sexual favors, and other verbal, physical, or visual conduct of a sexual nature constitute harassment when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment with Amber Charter School;
- Submission to or rejection of such conduct by an employee is used as the basis for an employment decision affecting that employee; or,

- Such conduct has the purpose or the effect of unreasonably interfering with an employee's work performance, or of creating an intimidating, hostile, or offensive work environment.

Sexual harassment may include such actions as: repeated offensive or unwelcome sexual flirtations and advances: verbal comments, jokes, or innuendo of a sexual nature; words or gestures of a sexual nature used to describe a person or depict a situation; or the display of sexually suggestive or explicit objects or pictures by another employee or parent.

### *Investigation and Remediation*

If an employee believes that he or she has experienced harassment or discrimination, or believes that he or she has witnessed harassment or discrimination, that employee should immediately notify the Executive Director, a designee, or any other officer, manager or Trustee with whom that employee feels comfortable. Employees should report such incidents as quickly as possible after such an occurrence.

All reports of harassment or discrimination will be promptly investigated by the Executive Director or a designee, and will be kept confidential to the extent possible.

If a thorough investigation confirms that harassment or discrimination has occurred, the Executive Director shall take appropriate corrective action against the offending employee. Corrective action against the offending employee may include, but not be limited to: an official memorandum in employee's personnel file, salary adjustment, or termination.

No employee shall be subject to employment-based retaliation, intimidation, or discipline as a result of making a complaint of harassment or discrimination. However, disciplinary action up to and including termination may be taken against anyone who, following investigation, is determined to have knowingly made a false, meritless, or malicious claim of harassment or discrimination.

### *Solicitation and Distribution*

In order to avoid unnecessary annoyances and interruptions, solicitation for commercial purposes by any employee of another employee is prohibited while either person is on working time.

Employee distribution of commercial literature, including handbills, in work areas is prohibited at all times.

Trespassing, soliciting or distribution of commercial literature by non-employees on Amber Charter School premises is prohibited at all times.

### *Ban on Acceptance of Gifts*

Employees are not permitted to accept gifts of any kind of a value exceeding fifteen dollars, including but not limited to money, goods, food, entertainment, or services, from: (a) individuals, organizations, or companies serving as vendors or potential vendors for this organization; (b) elected officials or their representatives; (c) candidates for public office or their representatives;

(d) party officials or their representatives; or (e) lobbyists. Exceptions may be made by the Executive Director.

Offers of such gifts in excess of $15.00, even when refused, must be communicated immediately by the employee receiving such an offer to the Executive Director.

### *Company Phone Use*

The telephones at Amber Charter School are for business use. Personal calls should not be made from telephones in Amber Charter School unless it is an absolute necessity.

If it is an absolute necessity that you make a personal phone call from Amber Charter School, this call should be made while you are on your break. **Please** limit the call to no more than five (5) minutes.

Family and friends should NOT call employees at work unless there is an absolute necessity.

### *Cell Phone Use*

Employees should confine personal use of cell phones and Personal Digital Assistants (PDAs) to non-work hours, such as lunch breaks or other rest period breaks. Employees should be courteous of their coworkers and keeping tones on vibrate or low while at work. Employees should make every effort to conduct personal calls outside of spaces shared by coworkers. If an employee is supervising children, unless the communication is related to that supervision, the employee should not text, respond to phone calls or e-mail.

The company requires the safe use of cell phones and PDAs by employees who use them to conduct company business. Employees are required to obey all applicable state and local laws regarding cellphone use while driving.

### *Social Media*

Employees should limit engagement of all forms of social media to non-work hours, such as lunch breaks or other rest period breaks. If an employee is supervising children, the employee should not engage in any communications on social media. Under no circumstances may employees post pictures of students without prior approval of the Communications Officer and Principal.

### *Work Made for Hire*

Amber Charter School has developed and remains committed to developing an innovative and effective learning environment. Accordingly, you will likely be asked to participate in developing lesson plans and educational materials. All materials intended to be included in the Amber Scope and Sequence Curriculum that were or shall be written, prepared or developed by you in connection with your work for Amber Charter School or as a result of your services to it, including without limitation all educational materials and/or curriculum work (including curriculum units), and except for personal lesson plans and notes, are prepared within the scope of your employment and shall be deemed a “work made for hire” within the copyright laws of the United States or any similar jurisdiction. Accordingly, Amber Charter School shall be the sole and

exclusive owner for all purposes of such materials and further shall have the exclusive right to register copyright in all such materials in its name as owner and author.

You agree to assist Amber Charter School, or its designee, at its expense, in every way to secure Amber Charter School's, or its designee's, rights in any copyrights or other intellectual property rights developed by you in connection with your work for Amber Charter School, as described in the preceding paragraph. Additionally, To the extent that any of the materials described before are ever determined by the laws of any jurisdiction not to be a "work made for hire," vesting exclusive ownership of all aspects of copyright in Amber, you agree to irrevocably and exclusively assign to Amber Charter School all right, title and interest thereto, including but not limited to all copyright and associated rights.

Disclosure of any part of said materials which is deemed by Amber Charter School to be confidential, to any third party, without the prior written consent of Amber Charter School, may result in disciplinary action, including termination and legal proceedings.

### *Dress Code*

Every employee contributes to Amber Charter School's image. Normally, employees have the right to select personal dress. Your overall appearance must be professional and appropriate for your particular assigned function. Amber Charter School reserves the right to restrict an employee's dress if that employee fails to dress in a professional manner.

The following items are considered inappropriate working attire:

- Tank tops or revealing shirts
- Tube tops
- Leggings
- Blue Jeans
- T-shirts with inappropriate or offensive gestures or advertising
- Sheer clothing

### *Key Control*

Employees who are issued keys are expected to keep them in a secure area. They may not be copied, loaned, or otherwise misused. Where electronic codes are utilized, such codes shall be treated with confidentiality and not revealed to anyone other than a current Amber Charter School employee. All issued keys must be returned to the Executive Director or a designee at the time of separation.

## XII. PERFORMANCE

*Performance Evaluation and Discipline Policy*

The Executive Director is responsible for employees' performance evaluations. Each staff member will undergo a thorough annual performance review with the Executive Director or Supervisor, at which the employee will receive formal written feedback on his or her performance. He or she will also be encouraged to provide honest feedback to Amber Charter School on its management and expectations of employees. Such feedback may be provided through both confidential and face-to-face mechanisms. All employees are requested to complete the confidential staff survey circulated at the end of each year as part of Amber Charter School's Accountability Plan, which shall be collected in a manner which preserves confidentiality.

At any time during the school year, Amber Charter School may issue formal commendations to teachers and staff members whose performance has been exemplary. Amber Charter School will also use the following kinds of mechanisms if an employee's performance is below expectations: oral and written warnings, disciplinary probation, suspension and termination of employment.

When an aspect of an employee's behavior or performance has become unacceptable or unsatisfactory, the Executive Director may in appropriate circumstances and at the School's sole discretion, utilize the following process to correct the problem. As a function of the incident involved, one or more of the following steps may be used as corrective discipline.

*Step 1*

The Executive Director will conduct an informal counseling session with the employee. The Executive Director will identify the area(s) of concern (e.g., unsatisfactory behavior or performance). The Executive Director will identify why the behavior or performance is unsatisfactory. The Executive Director will seek employee input relative to issue. The Executive Director will record the notes from the meeting and maintain a copy. In closing the meeting, the

Executive Director will establish a time frame within which performance/ behavior is expected to improve and will note to the employee that continuation of said unacceptable behavior or unsatisfactory performance may lead to further discipline. The Executive Director may choose a designee to conduct this process.

*Step 2*

If performance/behavior remains at an unacceptable level following step 1, the Executive Director will meet with the employee to issue a written warning. Such warning will identify the unacceptable behavior/performance and reference the meeting conducted at step 1. The Executive Director will again solicit employee input relative to the unsatisfactory behavior/performance. The Executive Director will instruct and include in the written warning that further discipline up to and including termination may follow unless the employee's behavior/performance improves. A copy of this warning will be placed in the employee's personnel file. The employee will be asked to sign the warning and be provided with a copy. The employee may note his or her response or objection to the warning on the form.

*Step 3*

If the employee's behavior/performance remains at an unacceptable level, the Executive Director may either suspend the employee without pay, or implement further discipline, including termination. A notice that sets forth the disciplinary action to be taken shall be issued to the employee.

The employee will be asked to sign a copy of the notice. The employee may note his or her response or objection in writing. A copy of the notice will be placed in the employee's personnel file.

Certain actions may result in the immediate suspension or termination of the employee. These include, but are not limited to:

- Abusive action to a child or Amber Charter School employee, or any other person on premises;
- Physical or verbal abuse of a student;
- Insubordination or disobedience of an order relating to the safety of children;
- Theft, attempted theft, or misappropriation of Amber Charter School property or funds;
- Possession of or being under the influence of drugs or alcohol on school premises or during school functions;
- Falsification of documents or records or falsification of benefit claims;
- Possession of a weapon on Amber Charter School property;
- Gambling on Amber Charter School property;
- Leaving work without supervisory approval;
- Failure to maintain confidentiality; and
- Destruction of Amber Charter School property, materials, or equipment.

Bargaining Unit employees shall be notified of their right to union representation at interviews with Executive Director or Trustees that may result in discipline.

*Problem Solving Procedures*

Any employee wishing to formally complain about a procedure, action, or directive of another employee or supervisor should notify the Executive Director, at the employee's discretion, as soon as possible after such procedure, action or directive has occurred, but no later than two weeks from the occurrence. Failure to formally complain within two weeks will be deemed a waiver of that complaint. Bargaining Unit employees have the right to union representation during any problem solving procedures set forth herein. The Executive Director or a designee shall be the investigator and arbiter of all such grievances. If you believe that the matter is not satisfactorily resolved, the grievance may be appealed to the Board of Trustees in writing within 10 working days from the date you receive notice of the Executive Director's decision. **A committee consisting of the Chairperson** of the Board of Trustees**, the teacher representative on the Board**

**of Trustees (or his/her designee) and a third trustee jointly selected by the other two committee members** shall be the final arbiter of such grievances.

In the event that the complaint involves a procedure, action, or directive of the Executive Director, an employee may file a complaint with the Board of Trustees. In such instances, the Board of Trustees will be the investigator and final arbiter of the complaint.

You are encouraged to discuss your problems or complaints with the Executive Director. Amber Charter School will make a good faith effort to achieve a satisfactory resolution of the problem at the earliest time possible.

## XIII. SEPARATION

### *Layoffs due to reduction-in-force*

Layoffs of any Bargaining Unit employee shall be made in accordance with the procedures set forth in the Collective Bargaining Agreement. In case of a layoff, the employee shall be given one month's notice if possible, but no salary in lieu thereof.

### *Leaving Amber Charter School*

For the benefit of the children, employees who voluntarily resign from Amber Charter School are requested to provide at least one month's notice and to time such resignation, where practical, for the end of the school year.

Employees who leave the service of Amber Charter School for any reason shall be entitled to all pay that may be due them, with the following qualifications:

1. Employees will not receive financial compensation for unused vacation/leave time.

2. Employees will be advised of their rights under the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA), including the right to continue health care coverage for themselves and their dependents at group rates, but at their own expense, for up to 18 months.

3. An employee who is terminated or who resigns must return to the Executive Director or a designee all office keys, identification, security cards and codes, and office materials, equipments and supplies in such employee's possession. Failure to return Amber Charter School's items will result in delay in final payment (direct deposit) until all of the School's property is returned.

4. No information or copies of information, including but in no way limited to files, memos, computer-stored items, lists, or other similar information, may

be taken by such employee without the express permission of the Executive Director.

5. The final date of employment is the final date on which the employee serves his or her duties at Amber Charter School. It shall never be construed as the date upon which the employee receives his or her final pay.

### *Severance Pay*

Employees shall not be entitled to severance pay.

### *Exit Interview*

An exit interview will be arranged to explain the impact of separation on your benefits and to discuss your employment experience. All exit interview information is used to improve employment at Amber Charter School.

## XIV. CONFIDENTIALITY

By virtue of employment at Amber Charter School, you may have access to information regarding children's education and development, medical records, and administrative statistics such as payroll and budget data. All such information is confidential and if you breach such confidentiality, you will be subject to discipline up to and including termination

## XV. PERSONNEL INQUIRIES

All inquiries regarding personnel issues must be directed to the Executive Director, Board of Trustees or their designee. No one in this organization other than the Board of Trustees, Executive Director, or a designee, is authorized to respond either verbally or in writing to personnel inquiries of any type about any current or former employee of this organization.

## XVI. PERSONNEL FILES

Amber Charter School will keep a confidential file on each employee that may contain the following items: personal contact information, application materials and resume, letters of appointment and acceptance, a signed job description, copies of certificates and licenses, performance evaluations, letters of commendation and/or warning letters regarding job performance, records of all disciplinary actions, a signed code of ethics, and documentation required by state or other regulatory agencies.

Employees have the right to review their personnel files but only in the presence of the Executive Director or a designee. You must notify your supervisor, the Executive Director or a designee of your desire to review your file. You will be provided access to your file within a reasonable time from the time of your request. The file will be made available in Amber Charter School's Office.

No personnel file is to be copied or removed from the office unless expressly provided for by the Executive Director.

When you change your home address, phone number, emergency contact, marital status, number of dependents, beneficiary, or similar information, you should notify the office's Administrative Assistant so your personnel records and benefit coverage can remain as current and accurate as possible.

## XVII. FREEDOM OF INFORMATION LAW

In accordance with the Freedom of Information Law, all school records will be available for public review except for any records that:

- Are specifically exempted from disclosure by state or federal statute;
- If disclosed would constitute an unwarranted invasion of personal privacy;
- If disclosed would impair present or imminent contract awards or collective bargaining negotiations;
- Are compiled for law enforcement purposes and which, if disclosed, would:
    1. Interfere with law enforcement investigations or judicial proceedings;
    2. Deprive a person of a right to a fair trial or impartial adjudication;
    3. Identify a confidential source or disclose confidential information relating to a criminal investigation; or
    4. Reveal criminal investigative techniques or procedures, except routine techniques and procedures.
- If disclosed would endanger the life or safety of any person;
- Are examination questions or answer which are requested prior to the final administration of such questions; or
- Are computer access codes.

These exceptions are lifted directly from the Freedom of Information Law. However, the public including and especially parents have access to school records, as the school is a public institution. These records include:

- The minutes and agenda of Board of Trustees meetings;

- Names of staff and faculty, as well as contact information;
- Salaries of each position at the school, unattached to specific names;
- Test scores and evaluations of the school; and
- Administrative or staff manuals, as well as other internal policy documents.

Records for public view will have student names blocked out to protect the privacy of minors. In addition, whenever a record names specific individuals and such document is believed to contain confidential information, such document will not be available for public view or in the case that it falls in the public domain according to the law, the name(s) will be blocked out.

Public documents will be available for view during business hours, Monday through Friday, from 9:00 am to 5:00 pm. Documents viewed will not be taken out of the administrative offices, unless they have been copied for the viewer. Copies may be taken outside of the school. The school may charge the viewer a cost of twenty-five cents per page copied. Documents that include the names of specific individuals require one day to be properly prepared for viewing. It is advised that whoever wants to view these documents make the school aware of such intention twenty-four hours in advance to allow for sufficient time. The Director of Operations of the school or such other staff as designated by the Executive Director will oversee the distribution and viewing of public documents.

In the case that an individual feels he or she has been denied access to a public document, that individual should speak to the Executive Director first about the matter within thirty days of the denial. The Executive Director will respond to the appeal in writing within ten days of the meeting with the grievant. That individual may then opt to engage in the school's formal grievance procedures. In addition, the individual may appeal in writing such denial to formal civil proceedings pursuant to article seventy-eight of the civil practice law and rules.

## XVIII. WHISTLEBLOWER POLICY STATEMENT

In the Sarbanes-Oxley Act of 2002 (SOX), Section 1107, Retaliation Against Informants, applies to all companies, public or private. SOX states that it is illegal to retaliate against a "whistleblower." While SOX does not require an organization to have a whistleblower policy, it is in an organization's best interest to do so because such a policy provides clear procedures for handling whistleblower complaints. Proper handling of such complaints will help protect organizations from being accused of retaliation against whistleblowers. Such a policy, to be effective, must be circulated to all employees and board members. It is recommended the Board reviews and adopts a Whistleblower Policy. A copy of the board approved Whistleblower Policy is attached hereto as Exhibit B.

## XIX. CODE OF ETHICS POLICY STATEMENT

The board has adopted and approved a Code of Ethics. A copy of the board approved Code of Ethics is attached hereto as Exhibit C.

## XX. CONFLICT OF INTEREST POLICY STATEMENT

The Directors, Officers and staff members owe a duty of loyalty to Amber Charter School, which requires that in their positions, they act in the interest of the Amber Charter School and not in their personal interests. Directors, Officers and staff members may not use their positions or information they have about Amber Charter School's property or information obtained through their positions in a manner that allows them to secure a significant economic benefit, either directly or indirectly, for themselves or their relatives. A copy of the board approved Conflict of Interest Policy is attached hereto as Exhibit D.

## EMPLOYEE ACKNOWLEDGMENT FORM

I have received a copy of Amber Charter School's Personnel Policy and Procedures Employee Manual. I recognize and accept my responsibility to read and become familiar with its contents. I acknowledge that it is designed to provide **general** information relative to various policies and procedures. I also understand that the contents of the Manual may change. Further, I understand that Amber Charter School reserves the right to add, delete, or modify the contents of the Manual at any time and for any reason.

I also acknowledge that:

1. I accept the contents of the Manual and agree to abide by the information set forth.

2. I understand that the information in the Manual does not create, nor is it intended to create, a promise or contract of continued employment.

3. [For non-Bargaining employees] I understand that my employment is "at will" and that I or Amber Charter School may terminate the employment relationship at any time with or without cause or notice, unless otherwise indicated in my employment contract.

Print Name: _____

Signature: _____

Date: _____

## EXHIBIT A: WORK MADE FOR HIRE (EMPLOYEES)

a. All materials intended to be included in the Amber Scope and Sequence Curriculum written, prepared or developed by me in connection with my work for Amber Charter School ("Amber") or as a result of my services to Amber, whether prior to or following the date hereof, including without limitation all educational materials and/or curriculum work (including curriculum units) except my personal lesson plans and notes shall be or has been prepared within the scope of my employment and shall be deemed a "work made for hire" for Amber within the meaning of the copyright laws of the United States or any similar law or statute of any other jurisdiction. Accordingly, Amber shall be the sole and exclusive owner for all purposes of such materials and further shall have the exclusive right to register copyright in all such materials in its name as owner and author.

b. I agree to assist Amber, or its designee, at its expense, in every way to secure Amber's or its designee's, rights in any copyrights or other intellectual property rights developed by me in connection with my work for Amber described in the preceding paragraph. If Amber or its designee is unable for any reason to secure my signature to apply for or to pursue any application for any United States or foreign copyright or other registrations covered by this agreement, then I hereby irrevocably designate and appoint Amber and its duly authorized officers and agents as my agent and attorney in fact, to act for and in my behalf to execute and file any such applications. Additionally, to the extent that any materials described in the preceding paragraph are ever determined by the laws of any jurisdiction not to be a “work made for hire,” vesting exclusive ownership of all aspects of copyright in Amber, I shall irrevocably and exclusively assign to Amber all right, title and interest thereto, including but not limited to all copyright and associated rights.

c. I will not disclose any of the materials described in paragraph a to any third party without the prior written consent of Amber.

In consideration of compensation received by me for participating in the development of the Scope and Sequence Curriculum by Amber Charter School, I hereby agree to the terms set forth above in paragraphs a, b and c.

_____

Signature

_____ _____

Print Name Date

## EXHIBIT B: WHISTLEBLOWER POLICY

**Whistleblower Policy**

## I. Introduction

Amber Charter School ("School") requires all of its board directors, officers and employees to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. As employees and representatives of the School, we must act with honesty, integrity and openness in fulfilling our responsibilities and comply with all applicable laws and regulations. Failure to follow these standards will result in disciplinary action, including possible termination of employment, dismissal from one's board duties and possible civil or criminal prosecution, if warranted.

**A.** **Application**. This Whistleblower Protection Policy ("Policy") applies to all of the School's board directors, officers, employees full-time, part-time or temporary employees, to all volunteers, to all who provide contract services, each of whom shall be entitled to protection ("Protected Person(s)").

**B.** **Reporting Credible Information.** A Protected Person shall be encouraged to report information relating to illegal practices or violations of the School's policies (a "Violation") that such person in good faith has reasonable cause to believe is credible. Information shall be reported to the General Counsel (the "Compliance Officer"), unless the report relates to the Compliance Officer, in which case the report shall be made to [the Chairman of the Board of Trustees, or another appropriate committee of the Board of Trustees] which shall be responsible to provide an alternative procedure.

Anyone reporting a Violation must act in good faith, and have reasonable grounds for believing that the information shared in the report indicates that a Violation has occurred.

**C.** **Investigating Information**. The Compliance Officer shall promptly investigate each such report and prepare a written report to the Board of Trustees. In connection with such investigation all persons entitled to protection shall provide the Compliance Officer with credible information. All actions of the Compliance Officer in receiving and investigating the report and additional information shall endeavor to protect the confidentiality of all persons entitled to protection.

**D.** **Confidentiality.** The School encourages anyone reporting a Violation to identify himself or herself when making a report in order to facilitate the investigation of the Violation. However, reports may be submitted anonymously by filling out a "Whistleblower Reporting Form" and mailing it electronically to the Compliance Officer or the Board Chair. Reports of Violations or suspected Violations will be kept confidential to the extent possible, with the understanding that confidentiality may not be maintained where identification is required by law or in order to enable the School or law enforcement to conduct an adequate investigation.

**E.** **Protection from Retaliation**. No Protected Person shall be subjected to retaliation, intimidation, harassment, or other adverse action for reporting information in accordance with this Policy. Any person entitled to protection who

believes that he or she is the subject of any form of retaliation for such participation should immediately report the same as a violation of and in accordance with this Policy.

Any individual within the School who retaliates against another individual who has reported a Violation in good faith or who, in good faith, has cooperated in the investigation of a Violation is subject to discipline, including termination of employment, removal from the board or termination of volunteer status. This Policy is intended to encourage and enable employees and others to raise serious concerns within the School before seeking resolution outside the School.

**F.** **Dissemination and Implementation of Policy**. This Policy shall be disseminated in writing to all affected constituencies. The School may adopt additional procedures for implementation of this Policy, which may include:

(1) documenting reported Violations;

(2) working with legal counsel to decide whether the reported Violation requires review by the Compliance Officer or should be directed to another person or department;

(3) keeping the Board of Trustees [and the audit committee or other applicable committee] informed of the progress of the investigation;

(4) interviewing employees;

(5) requesting and reviewing relevant documents, and/or requesting that an auditor or counsel investigate the complaint; and

(6) preparing a written record of the reported violation and its disposition, to be retained for a specified period of time.

The procedures for implementation of this Policy shall include a process for communicating with a complainant about the status of the complaint, to the extent that the complainant's identity is disclosed, and to the extent consistent with any privacy or confidentiality limitations.

**Name and Contact Information for Amber Charter School's Compliance Officer:**

Heidi Hamilton

General Counsel

[redacted]

[redacted]

**Name and Contact Information for Amber Charter School's Executive Director**

Dr. Vasthi Acosta

[redacted]

[redacted]

Policy Approved by Amber Charter School's Board of Directors on:

My signature below indicates my receipt and understanding of this Policy. I also verify that I have been provided with an opportunity to ask questions about the Policy.

_____ _____

Employee or Director Signature and Date Name - Printed

# EXHIBIT C: CODE OF ETHICS POLICY

## L. Code of Ethics

**Code of Ethics Applicable to Trustees, Officers, and Employees**

Trustees, officers, and employees shall abide by and support the mission of Amber Charter School, the terms of the Charter, and the policies and procedures established to carry out the mission.

Each member of the Amber Charter School Board of Trustees, including officers, members, and the Head of school, will receive training in the proper exercise of his or her responsibilities as a trustee, including conflicts of interest and other related issues.

Professional development for staff members will cover issues of conflict of interest and ethical issues that arise for staff members.

Trustees, officer, and employees shall participate actively and openly in the decision-making process established under this Charter to further the success of the school. It is unethical behavior to attempt to prevent any community member from participating in the democratic decision-making process.

Trustees, officers, and employees have an affirmative obligation to promote respect for diversity and take a pro-active role in seeking to eliminate bias, discrimination, and the effects of these based on race, color, creed, national origin, language, gender, sexual orientation, disability, age, economic status, or physical characteristics such as size. It is unethical behavior to engage in or be complicit in discriminatory behavior based on any of these characteristics.

Corporal punishment is unethical and is grounds for dismissal.

Trustees, officers and employees have an affirmative obligation to report immediately any information concerning child abuse, sexual misconduct involving students, and corporal punishment to their supervisor and to comply with their responsibilities as a mandated reporter.

It is ethical behavior to promote physically and emotionally safe learning environment for all members of the community; it is unethical to interfere with the creation of a safe learning environment.

Trustees, officers, and employees have an affirmative obligation to disclose any financial conflicts of interest which may affect their decisions regarding the Amber charter school. They shall recuse themselves from any decision in which they have a financial interest.

The Board of Trustees may from time to time engage a member of the board in a consultant capacity in order to utilize his or her particular skills and knowledge in accordance with generally accepted practice on Boards of non-profit organizations. Such engagement shall be made according to written contract. The compensation must be demonstrated to be no more than the Board member's reasonable and usual fees and no more than the reasonable and usual fee prevailing in the field. The Board member must recuse him or herself from the decision. No Board member may vote on or design a policy that would result in financial benefit to him or her.

Trustees, officers, and employees shall not:

- hold investments in conflict with official duties;

- hold private or future private employment in conflict with official duties;

- directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him, or could reasonably be expected to influence him, in the performance of his official duties or was intended as a reward for any official action on his part;

- disclose confidential information acquired by him in the course of his official duties or use such information to further his personal interests;

- receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any charter school education corporation of which he is an officer, member or employee or of any education corporation committee or agency over which he has jurisdiction or to which he has the power to appoint any member, officer or employee; or

- receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the education corporation or any committee or agency of his corporation, whereby his compensation is to be dependent or contingent upon any action by such corporation, committee or agency with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered; and

- shall not have an interest in any for-profit contract with the education corporation.

Contracts with not-for-profit entities, such as charter management organizations, partners and founding organizations must be disclosed but are not prohibited.

Any officer or employee who has, will have, or later acquires an interest in—or whose spouse has, will have, or later acquires an interest in—any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the education corporation of which he or she is an officer or employee, shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and to the governing body thereof as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of such body.

Revised: May, 2014.

# EXHIBIT D: CONFLICT OF INTEREST POLICY

Approved: March 9, 2016

**AMBER CHARTER SCHOOL**

**CONFLICT OF INTEREST POLICY**

## ARTICLE I

## Purposes

**1.1 Purpose.** Amber Charter School is an independent and autonomous not-for-profit education corporation under the New York Charter Schools Act of 1998, codified as Article 56 of the New York Education Law (the "Corporation"). The officers, trustees and employees of the Corporation owe a duty of loyalty to the Corporation, which requires that in their positions, they act in the interest of the Corporation and not in their personal interests. Officers, trustees and employees may not use their positions or information they have about the Corporation or the Corporation's property or information obtained through their positions in a manner that allows them to secure a significant economic benefit, either directly or indirectly, for themselves or their relatives.

In sum, it is the policy of the Corporation that no transaction between it and its officers, trustees or employees be tainted with an actual or perceived conflict of interest. This policy is codified and referred to herein as the Conflict of Interest Policy ("COIP"). The purpose of the COIP is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer, trustee or employee of the Corporation or might result in a possible excess benefit transaction. This COIP is intended to supplement, but not replace, New York State Not For Profit Corporation Law Section 715-a and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

## ARTICLE II

## Definitions

**2.1 Interested Person.** Any trustee, principal officer, employee or member of a committee with governing board delegated powers of the Corporation or any person related to any director, principal officer, employee or member of a committee with governing Board delegated powers of the Corporation or any former trustee, former officer, former employee or former member of a committee with governing board delegated powers of the Corporation, who has a direct or indirect financial interest as defined in Article 2.2, is an interested person "Interested Person."

**2.2 Financial Interest.** A person has a financial interest if the person has directly or indirectly through business investment or family: (a) an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement; (b) a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement; or (c) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

**2.3 Compensation**. Remuneration that is either direct or indirect as well as gifts or favors that are not insubstantial and exceed $50.00 in one fiscal year.

**2.4 Interested Person Transaction.** Any transaction, agreement or other arrangement with the Corporation or an Affiliate of the Corporation, as defined in Article 2.9, in which an Interested Person has a Financial Interest. Any Interested Person transaction shall be a conflict of interest for the purpose of the COIP. Further, notwithstanding compliance with the above, such transaction is also limited to the extent that it does not constitute an excess benefit transaction as defined in Title 26 U.S.C Section 4958 of the Internal Revenue Code.

**2.5 Voting.** No trustee shall vote on any matter in which he or she has an interest.

**2.6 Non-Participation**. The Board or members of a committee may, by majority vote, ask any trustee or officer who has a Financial Interest in a matter not to participate, or to leave the room at the board meeting or committee meeting in which discussion regarding that matter is carried on; provided, however, that the interested trustee or officer may participate in any discussion regarding his or her exclusion.

**2.7 Attempts to Influence**. Trustees and officers shall not attempt to influence other trustees and officers regarding matters in which they have a Financial Interest under Article 2.2, without first disclosing that Financial Interest.

**2.8 Employees.** The Executive Director of the Corporation is directed to apply to the Corporation's employees rules and procedures consistent with the COIP. For the purposes of the COIP, the term officer shall include the Executive Director of the Corporation.

**2.**9 Affiliate of the Corporation. Any entity in which the Corporation is a sole member and controls the appointment of board members is an "Affiliate of the Corporation."

## ARTICLE III

## Procedures

**3.1 Duty to Disclose.** Regarding any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the members of the Board of Trustee's Executive Committee, with governing Board delegated powers, considering the proposed transaction or arrangement at a meeting duly called for that purpose.

**3.2 Identifying Whether a Conflicting Interest Exists.** After disclosure of the Financial Interest and all material facts, and after any discussion with the Interested Person, he/she shall leave the Executive Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Executive Committee members shall decide if a conflict of interest exists.

**3.3 Procedures for Addressing the Conflicting Interest.** The following procedures shall be followed for the purpose of examining and addressing the conflicting interest: (a) an Interested Person may make a presentation at the Executive Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflicting interest; (b) the chairperson of the Executive Committee may, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement; (c) after exercising due diligence, the Executive Committee shall determine whether the Corporation can obtain, with reasonable efforts, a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflicting interest; (d) if a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflicting interest, the Executive Committee shall determine by a majority vote of the disinterested Directors on the Executive Committee whether the transaction or arrangement is in the Corporation's best interest, for its own benefit and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

**3.4 Violations of the Conflicts of Interest Policy.** If the Board of Trustees has a reasonable good faith basis to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the Executive Committee who shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Executive Committee determines the member has failed to disclose an actual or potential conflict of interest, it shall take appropriate disciplinary and corrective action, including, but not limited to, removal of the member from the Board.

## ARTICLE IV

## Records of Proceedings

**4.1 Records.** The minutes of the Board of Trustees and Executive Committee and all committees with Board delegated powers shall contain the names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or potential conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Executive Committee's decision as to whether a conflict of interest in fact existed. The minutes of the Board of Trustees and Executive Committee and all committees with Board delegated powers shall also contain the names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceeding "Conflict Records". The Executive Committee shall report to the full Board of Trustees at the first Board of Trustees meeting following the deliberations resulting from Article III Procedures. All Conflict Records shall be available to the full Board in advance of the meeting.

## ARTICLE V

## Compensation

**5.1 Board of Trustee's Compensation.** A voting member of the Board of Trustees shall receive no compensation other than reimbursement of actual expenses incurred while fulfilling duties as a member of the Board.

**5.2 Committee Member Compensation.** A voting member of any committee shall receive no compensation other than reimbursement of actual expenses incurred while fulfilling duties as a committee member.

**5.3 Compensation Committee.** The Board of Trustees shall create a Compensation Committee, or some other similarly purposed committee, to establish a compensation policy for the Executive Director. The policy shall be approved by the Board of Trustees and may include specific steps that the Corporation shall follow in determining compensation along with a general philosophy statement. The policy will comport with all New York State laws and federal laws to ensure that compensation is just and reasonable.

## ARTICLE VI

## Annual Statements

**6.1 Conflicts of Interest Policy.** Each trustee, officer and member of a committee with governing Board of Trustees delegated powers shall annually sign a statement, which affirms such person:

a. Has received a copy of the Conflicts of Interest Policy;

b. Has read and understands the Conflict of Interest Policy;

c. Has agreed to comply with the Conflict of Interest Policy; and

d. Understands that the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities, which accomplish one or more of its tax-exempt purposes.

**6.2 Annual Disclosure Statement.** Prior to the election to the Board or as an officer, and annually thereafter, all trustees and officers and members of a committee with governing Board delegated powers shall annually complete and execute a questionnaire in the form attached hereto as Attachment A.

**6.3 Continuing Obligation to Disclose.** All covered individuals in Section 6.1 shall have a continuing obligation to disclose any actual and potential conflicts of interest as they may arise after the execution of the annual statement referred to in Section 6.1.

**6.3 Complying with the COIP**. Compliance with the COIP is a condition of being elected to and remaining on the Board of Trustees.

## ARTICLE VII

## PERIODIC REVIEWS

**7.1 Policy Review.** To ensure that the Corporation operates in a manner consistent with its charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the results of arm's length bargaining; and

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

## ARTICLE VIII

## USE OF OUTSIDE EXPERTS

**8.1 Outside Experts.** When conducting the periodic reviews as provided for in Article VII, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing Board of its responsibility for ensuring periodic reviews are conducted.

## ARTICLE IX
## TRANSACTIONS AND A COOLING-OFF PERIOD WITH FORMER TRUSTEES, OFFICERS AND EMPLOYEES OF THE CORPORATION

**9.1 Transactions and A Cooling-Off Period.** Current and former trustees, officers, or former members of a committee with governing board delegated powers and employees, are ineligible to be Corporation vendors or subcontractors to Corporation vendors, whether as sole proprietors or independent contractors, during their appointment and for a period of twelve (12) months ("Cooling Off Period") from the termination date of their Corporation appointment. This Cooling Off Period also applies to companies in which a current or former Corporation employee is an owner, principal, director or officer, or holds a financial interest. The Cooling Off Period also applies to companies with which close relatives (spouses, parents, full and half siblings, children, aunts, nieces, nephews and domestic partners) of current or former Corporation employees are owners, principals, directors or officers, or hold a financial interest.

## EXHIBIT E: INTERNET SAFETY & NETWORK USAGE POLICY

AMBER CHARTER SCHOOL
220 East 106th Street, New York, NY 10029
[redacted]
Web: http://www.ambercharter.org

*Last Revised 6/13/2012*

# Internet Safety & Network Usage Policy

## A. Introduction

Amber Charter School (hereinafter referred to as "Amber Charter") grants its employees, students and guests (hereinafter referred to as "users") access to the Internet and to its computer network (including printers, fax machines, Wi-Fi access points, scanners and any electronic device directly or indirectly connected).

It is the policy of Amber Charter to: (a) prevent user access over its computer network to or transmission of, inappropriate material via Internet, electronic mail or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

## B. Definitions

Key terms are as defined in the Children's Internet Protection Act[1]. A copy of the Children's Internet Protection Act will be made available on a public network share or can be accessed by going to http://www.fcc.gov/guides/childrens-internet-protection-act

## C. Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet or other forms of electronic communications or access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography or to any material deemed harmful to minors.

---

[1] CIPA definitions of terms:

***Technology Protection Measure:*** The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. *Obscene*, as that term is defined in section 1460 of title 18, United States Code;
2. *Child Pornography*, as that term is defined in section 2256 of title 18, United States Code; or
3. *Harmful to minors*.

***Minor:*** A minor, as defined by the FCC, is anyone under the age of 17.

***Harmful to Minors:*** The term "harmful to minors" means any picture, image, graphic image file or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
2. Depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political or scientific value as to minors.

***Sexual Act; Sexual Contact:*** The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

## D. Inappropriate Internet and Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Amber Charter's online computer network when using electronic mail, chat rooms, instant messaging and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate internet and network usage includes:

1. Unauthorized access, including so-called 'hacking,' and other unlawful activities; and
2. Unauthorized disclosure, use and dissemination of personal identification information regarding minors.

## E. Supervision and Monitoring of Minors

It shall be the responsibility of all members of the Amber Charter School staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet protection Act.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Information Systems Manager or designated representatives.

## F. Violations

The following are activities that directly violate Amber Charter's Internet Safety and Network Usage Policy:

1. Using, transmitting, receiving or seeking inappropriate, offensive, vulgar, suggestive, obscene, abusive, harassing, belligerent, threatening, defamatory or misleading language and materials.
2. Revealing personal information, such as the home address, telephone number or Social Security number of another person or yourself that was obtained from a networked computer or drive.
3. Using network resources to transmit messages of ethnic, sexual-preference or gender-related slurs or jokes.
4. Using network resources to engaging in illegal activities, violating the *Employee Handbook* or encouraging others to do so, such as:
    a. Accessing, transmitting, receiving or seeking unauthorized and confidential information about clients or colleagues or students.
    b. Conducting unauthorized business.
    c. Viewing, transmitting, downloading or searching for obscene, pornographic or illegal materials.
    d. Accessing a co-worker's folders, files, work, network or computer, and intercepting communications intended for others.
    e. Downloading or transmitting the organization's confidential information.
5. Causing harm or damaging a co-worker's property. Examples:
    a. Downloading or transmitting copyrighted materials without permission from the copyright holder. Even when materials on the network or the Internet are not marked with the copyright symbol, ©, users should assume all materials are protected under copyright laws unless explicit permission to use the materials is granted.
    b. Using another user's password to access his/her email mailbox or send any electronic communications via a "hacked" mailbox or accessing any network document using his/her credentials.
    c. Uploading a virus, worm, other harmful component or corrupted data to vandalize the network.
    d. Using software that is not licensed or approved by Amber Charter.


©Amber Charter School, All Rights Reserved

6. Jeopardizing security and access to the company's network or other Internet networks by disclosing or sharing passwords or impersonating others.
7. Accessing or attempting to access controversial or offensive materials. Network and Internet access may expose users to illegal, defamatory, inaccurate or offensive materials.
8. Engaging in commercial activity using network resources. Users may not sell anything over the Internet. Users may not advertise the sale of any goods or services.
9. Wasting of computer resources. Specifically, wastage of printer toner or paper and sending of electronic chain letters, e-mail copies to nonessential readers, e-mails to group lists unless it is appropriate for everyone on a list to receive the e-mail, and organization wide e-mails not related to your duties.

## G. Transmittal of Confidential Information Externally

User who may have access to confidential information about other users should only transmit this information externally once approval from management is granted. With the approval of management, users may use e-mail to communicate confidential information externally to those with a need to know. Such e-mail must be marked "Confidential" in the subject line. When in doubt, don't use e-mail to communicate confidential material.

## H. Privacy

Network and Internet access is provided as a tool to accomplish the organization's strategic goals and objectives. Amber Charter reserves the right to monitor, inspect, copy, review, and store at any time and without prior notice any and all network and Internet use, as well as any and all materials, files, information, software, communications, and other content transmitted, received or stored in connection with this use. All such information, content, and files are the property of Amber Charter. Users should have no expectation of privacy regarding them. Network administrators may review files and intercept communications for any reason, including, but not limited to, maintaining system integrity and ensuring users are using the system in accordance with this policy.

## I. Noncompliance

Use of the computer network and the Internet is a privilege, not a right. Violation of this policy, at minimum, will cause access to the network and the Internet to be terminated, perhaps for the duration of your tenure with Amber Charter. Policy breaches include violating the above provisions and failing to report violations by other users. Permitting another person to use your account or password to access the network or the Internet including, but not limited to, someone whose access has been denied or terminated is a violation of policy. Should another user violate this policy while using your account, you will be held responsible and both of you will be subject to disciplinary action. Criminal violations may lead to criminal or civil prosecution.

## J. Adoption

The Board of Amber Charter School adopted this Internet Safety Policy at a public meeting, following normal public notice, on December 8th, 2010. Employees of Amber Charter are required to sign acknowledging that they have read and accept the terms of the policy. This policy will be available for all users via a public network share.

Adopted: 12/8/2010
Addendum A: 6/13/2012


©Amber Charter School, All Rights Reserved

# Addendum A to Internet Safety & Network Usage Policy[2]

## A. Cyber-Bullying

Cyber-Bullying defined for this policy is an aggressive behavior directed at another person using various communication technologies such as e-mails, instant messaging, texting, or sending images via cell phones, sending abusive videos, blogs, postings or comments on social media sites, virtual worlds, web pages, and/or chat rooms. For all practical purposes, aggressive behavior encompasses the intent or action to torment, threaten, harass, humiliate, and/or embarrass the victim for any period. Cyber-bullying may also be referred to as online social cruelty and/or electronic bullying.

## B. Training and Guidelines for Teachers

Training, guidelines and lesson plans will be provided by School Counselors and implemented by a Technology Specialist or Classroom Teacher (where applicable) to students in grades K-5 who utilize internet or network resources as part of their curriculum. Sample of lessons or actual lesson and handouts may be utilized from online resources such as OnGuardOnline.gov[3] and/or CommonSenseMedia.org[4] whenever necessary. Each teacher completing a lesson in Internet Safety and Digital Citizenship Education will complete a Teacher Verification Document as proof of compliance for USAC SLD E-Rate funding.

## C. Noncompliance

Violation of the terms of this addendum, at minimum, will cause access to the network and the Internet to be terminated, perhaps for the duration of your enrollment or tenure with Amber Charter. Policy breaches include violating the above provisions and failing to report violations by other users. Permitting another person to use your account or password to access the network or the Internet including, but not limited to, someone whose access has been denied or terminated is a violation of policy. Should another user violate this policy while using your account, you will be held responsible and both of you will be subject to disciplinary action. Criminal violations may lead to criminal or civil prosecution.

## D. Adoption of Addendum

The Board of Amber Charter School adopted this Addendum to the Internet Safety Policy at a public meeting, following normal public notice, on June 13, 2012. Employees of Amber Charter will be provided public access to the Acceptable Use Policy (AUP) and Addendum documents via a public network share and notified by email of its availability. Both documents will be made publicly available on the school's website.

---

[2] Protecting Children in the 21st Century Act Amendment requiring changes noted in addendum located at http://www.fcc.gov/document/protecting-children-21st-century-act-amendment

[3] Common Sense Media is a 501(c)3 non-profit corporation providing information to children and families in the world of media and technology. http://www.commonsensemedia.org/educators/erate

[4] OnGuardOnline.gov is the federal government's website to help children and families to be safe, secure and responsible online.


©Amber Charter School, All Rights Reserved

## 13. Partner Organization(s)

### a. Partner Information

Explain the due diligence process used to select the partner(s), and its role in the development of this proposal. Describe any partner organizations that will have a significant relationship with the proposed school. Include the following information in relation to the partner organization:

- The name of the partner organization(s);
- The name, address, phone number, and e-mail of a contact person;
- A description of the nature and purpose of the relationship;
- Any contract or monetary arrangements;
- Names of proposed school board members affiliated with the organization(s); and,
- Evidence of the organization's ability to business in New York.

NOTE: Applicants submitting a proposal in conjunction with a CMO do not need to include information about the CMO in this response. CMOs should submit a business plan in conjunction with the proposal. Refer to the Application Requirements section for information about submitting a business plan.
Not all non-CMO partner organizations are required to submit a business plan with the school proposal. Please refer to the Business Plan Requirements section in the Introduction for further information and contact the Institute with any questions.

Not applicable at this time.

However, we have been fortunate to partner with many organizations in the past and have begun to explore extending and deepening these collaborations, and establishing several others, to benefit the students and families at Amber Charter School III. Below is a selection of these organizations.

| Academic Program Partners | |
|---|---|
| **Organization** | **Focus and Purpose** |
| generationOn School | generationOn provides programs, tools and resources to engage kids and teens in service and volunteering. |
| National Elementary Honor Society | NEHS recognizes students in both public and nonpublic elementary schools for their outstanding academic achievement and demonstrated personal responsibility. Students provide meaningful service to the school and community and develop essential leadership skills.<br>The National Junior Honor Society serves to honor those students who have demonstrated excellence in the areas of scholarship, service, leadership, character, and citizenship. |
| Edible Schoolyard NYC | Healthy eating and habits<br>(recently merged with Edible Schoolyard NYC) |
| OLWEUS Bullying Prevention Program | OBPP is a whole-school program that has been proven to prevent or reduce bullying throughout a school setting. |
| PLAYWORKS | Playworks helps kids to stay active and build valuable life skills through play |
| Riverdale YM-YWHA | Student swim programs |

| Enrichment/Arts Program Partners | | |
|---|---|---|
| **Organization** | **Focus/Purpose** | **Contact** |
| CARNEGIE HALL | Student choral and instrument programs | |
| MUSEUM OF THE CITY OF NEW YORK | Student work exhibitions | Franny Kent |
| el museo | Student exposure to culturally-relevant art | Gonzalo Casals |
| NEW YORK INTERNATIONAL children's film festival | Student exposure to film | Abigail Parsons |
| INSIDE broadway | Inside Broadway is a non-profit theater company that brings the magic, pageantry and profession of Broadway to students throughout New York. | |
| ballroom basix FUN, FITNESS & FANCY FOOTWORK | Ballroom Basix is a not–for-profit, noncompetitive, arts–in–education initiative committed to the enhancement of students' educational, social and fitness skills through the fun-filled Ballroom and Latin dance experience. | Sidney Grant |
| REVOLUCION LATINA DARE TO GO BEYOND | R.Evolucion Latina utilizes the arts through educational and collaborative programming to empower the Latino community to discover their full potential. We are committed to making a difference through the arts. | Denise Ambert |

| Potential Internship Site Program Partners | |
|---|---|
| **Organization** | **Contact** |
| HARLEM HOSPITAL CENTER | Valerie Wright, LMSW, Pediatric Resource Project Community Outreach |
| Montefiore THE UNIVERSITY HOSPITAL FOR ALBERT EINSTEIN COLLEGE OF MEDICINE | Miguelina German, Assistant Director, Pediatric Behavioral Health Integrated Program |
| EL DIARIO | Ana Vera, Media<br>(Dr. Acosta publishes a weekly column) |
| COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK | Amador Centeno, Vice President of Facilities Management & Campus Services |

| Staff Development and Growth | |
|---|---|
| **Organization** | **Focus/Purpose** |
| LATINO CHARTER LEADERS ROUNDTABLE | LCLR is an affinity group of Community Grown Charter School Leaders, (operators and policy-makers) our core operating principles include leadership development, the sharing of best practices and advocacy. This includes the 1) support and development of Community Grown Charter School Leaders; 2) the creation of a pipeline for leadership for our charter schools and 3) a process to support and develop leadership indigenous to the community that we serve and the pursuit of philanthropic funding to community-grown school districts. |

| | |
|---|---|
| evolve. | Professional development |
| National Training Network | Professional development |
| SUNY New Paltz | Student Teachers |
| Lehman College | Student Teachers |
| Teachers College, Columbia University | Student Teachers |
| Manhattanville College | Student Teachers |

**b. Partner Commitment**

For each new proposed partnership, provide a letter of intent or commitment from a bona fide representative of the partner organization(s) indicating the terms and extent of the organization's involvement with the charter school.

If the school would provide compensation to the partner(s) for any goods or services (i.e., a lease or fee), provide a copy of the term sheet or draft contract and include an explanation about how such services would be provided to the charter school at or below fair market value.

Not applicable at this time.

## 14. Governance

### a. Board Members

Provide a brief narrative describing the methods used to recruit and select board members. Use the Proposed Board Members table (see below) to identify a minimum of five proposed board members. In circumstances where one or two persons affiliated with a CMO will serve on the education corporation board, a total of at least six or seven trustees must be identified when the proposal is submitted. Refer to the Guidance Handbook for more details. Proposed board members should intend to serve the school through its first charter term, if approved.

• Under the heading "Position on the Board," please note any leadership and/or affiliations that proposed board members would hold. For example: "Board Chair," "CMO Representative," "Parent Representative," etc.

• Under the heading "Committee Affiliations (if any)," please note any committees on which a proposed trustee would serve (e.g., "Academic Committee," "Finance Committee," etc.).

• Include any currently vacant seats that the board would fill at a later date and specify the date. For example, if the board intends to add the head of the school's Parent Teacher Organization as an ex-officio member after PTO elections in December of the first year, that member should appear in the table below as: Name - TBD; Position on the Board – PTO Representative; Committee Affiliations – TBD; Area of Expertise and/or Additional Role at School – Parent; and, indicate whether role would be "Voting," or non-voting and/or "Ex-Officio."

NOTE: Paid employees of the school including administrators and teachers generally may not serve as voting members of the board, except perhaps in limited circumstances. Please see the Guidance Handbook for further information.

Below please find a current list of Amber Charter School trustees and biographies. As recommended, information about board capacity is included in our business plan.

| Name | Position on the Board (officer or constituent representative) | Committee Affiliations | Voting | Ex-Officio |
|---|---|---|---|---|
| Soledad Hiciano | Board Chair | Executive Committee, Chair Education, Finance, Facilities, Development | X | |
| John Gutierrez | Vice President | Executive, Education | X | |
| Frank Aldridge | Treasurer | Finance Chair, Executive | X | |
| Amador Centeno | Secretary | Facilities Chair, Executive | X | |
| Vasthi R. Acosta | Member | Education, Finance, Facilities, Development | | X |
| Kelly Combs | Member | Facilities | X | |
| Dr. Miguelina Germán | Member | Education | X | |
| Elena Goldberg Velazquez | Member | Development Chair | X | |
| Beatriz Gonzalez | Member | Finance | | |
| Jazmine Landa | ACS Kingsbridge Parent Representative | Development | X | |

| | | | | |
|---|---|---|---|---|
| Shawnte Loric | ACS ast Harlem, Parent Representative | Development | X | |
| Bradley Olsen | Member | Finance | X | |
| Jenna Pantel | Member | Education | X | |
| Brian Quillin | ACS Teacher Representative | Education | X | |

**Soledad Hiciano, Board Chair**
Ms. Soledad Hiciano has served on the Board in different capacities since the school's founding in 2000. Ms. Hiciano has served as the Executive Director of La Asociación Comunal de Dominicanos Progresistas (ACDP) or Community Association of Progressive Dominicans since 2006, a highly respected community organization serving thousands of families in Northern Manhattan and the Bronx. ACDP is the first Dominican-led community-based organization in Washington Heights and has been providing services to the families of Washington Heights for over 25 years. Ms. Hiciano has been and still is a very active parent advocate in the field of education. She led the President's Council of District Six in 1997, was a key member of the ACDP-sponsored team that founded PS 210/Twenty-first Century Academy for Community Leadership in 1997 and played a key role in the founding of Amber Charter School. She holds a Bachelor of Science from Mercy College. She is the mother of three daughters and former resident of Washington Heights

**John Gutierrez, Vice President**
John A. Gutiérrez is an Assistant Professor in the Department of Latin American and Latina/o Studies at John Jay College of Criminal Justice/CUNY. He is a historian of the Spanish-speaking Caribbean islands, he specializes in the history of Cuba and specifically the history of health, medicine and disease during the early twentieth century. He earned his undergraduate degree at Vassar College and his doctorate at the Graduate Center/CUNY, where he was the recipient of a Ralph Bunche Dissertation Fellowship.

Before joining the faculty at John Jay, Dr. Gutiérrez was an Associate at the MirRam Group specializing in communications, policy analysis, and fundraising. He is a member of the Board of Trustees of the Friends of the New Jersey Hispanic Research and Information Center at the Newark Public Library. He joined the Board of Trustees of the Amber Charter School in 2015. He lives in Montclair, NJ with his wife and two sons.

**Frank Aldridge, Treasurer**
Frank Aldridge is Vice President of strategy and corporate development at Tradeweb Markets LLC, a leading firm in operating electronic over-the-counter fixed income and derivatives marketplaces. Mr. Aldridge began his career at Ernst & Young LLP in their Financial Services Office where he worked in their audit and advisory practices. He received his BBA in Accounting from the University of Georgia and his MBA from New York University. Mr. Aldridge has lived in Manhattan since graduating from the University of Georgia and has previously served in the community through the SLE Lupus Foundation and Habitat for Humanity.

**Amador Centeno, Secretary**
Amador Centeno is the Vice President of Facilities Management & Campus Services at Columbia University Medical Center. He oversees the portfolio that includes: in Capital Projects, Maintenance, Operations, Housing, Finance and Administration, Compliance, Public Safety, Student Health Services, Dining and Catering, Library Services, and Space Planning divisions. Before joining Columbia, Mr. Centeno worked at Beth Israel Medical Center where he served as the Vice President of Administration overseeing Environment Services, Engineering, Linen, Safety, Transportation & Mail Services, Hazardous

Waste Management and PACC Facilities. He holds a Master of Science degree in Health Services Administration from Iona College and a Bachelor of Arts degree in Economics from Lehman College. He lives in New Jersey with his wife, Virginia, daughter [redacted] and twin boys, [redacted] and [redacted].

**Vasthi R. Acosta, Ex-Officio Trustee**
Vasthi Reyes Acosta is the Executive Director of Amber Charter School. Dr. Acosta was hired at Amber in 2007 as the Director of Curriculum and Instruction. In 2008 she was appointed Head of School/Principal, a position she held until 2014 when she became Executive Director. Dr. Acosta has worked in the NYC Department of Education as Assistant Principal, Consultant and teacher. She was a college professor at Hostos Community College in the Early Childhood Education department, a curriculum developer and teacher trainer at Teachers College. She is the founding convener of the Latino Charter Leaders Roundtable. Dr. Acosta is a graduate of Columbia University's Teachers College where she was awarded both a Doctor of Education and Master of Arts degrees. She also holds a Master of Science degree from Bank Street College of Education and a Bachelor of Arts degree from Fordham University. She is the wife of Appellate Justice Rolando T. Acosta, and mother to son, [redacted], daughter, [redacted], and son in law, [redacted]. She is a resident of Inwood.

**Kelly Combs, Trustee**
Kelly Combs is an architect & designer with Gensler, joining the NY office in 2004. She leads teams on technical and aesthetic design in the education practice area for higher education and K-12 facilities as well as specialty spaces such as Innovation Labs, Co-working workplace, and Maker Spaces. Kelly is an active member of the AIA Committee for Education Architecture. She develops roundtable discussions, panel events, and Maker/STEM workshops for K-12 children. Kelly lives in Manhattan with her husband, Jim, and their daughter, Bryce. In her spare time, she likes to ride bikes and take her daughter to the park for playtime. She is a Board Member at Amber because designing, planning and advocating for educators and Education spaces has been her life's work.

**Dr. Miguelina Germán, Trustee**
Dr. Miguelina Germán, is a clinical psychologist and researcher, with over 15 years of experience treating children, family and adults and evaluating clinical intervention programs. Dr. Germán is currently the Assistant Director of the Pediatric Behavioral Health Integrated Program (BHIP) at Montefiore Medical Group (MMG), which has integrated pediatric behavioral health providers into 20 primary care practices that serve 90,000 children across the Bronx, NY and lower Westchester County. She is the mother of two daughters and a resident of Washington Heights. She is passionate about improving the educational outcomes and emotional health of low-income children, in addition to passing on her love for reading and dancing to her own children. She completed her undergraduate work at Columbia University and obtained her doctoral degree from Arizona State University.

**Elena Goldberg Velazquez, Trustee**
Elena Goldberg Velazquez, Esq., works in the Law Department, in the New York State Supreme Court, Appellate Division, and First Department as the Principal Appellate Court Attorney. Previously, Elena worked at Soto, Sanchez and Negron, LLP where she handled civil litigation.

Elena is active in the Puerto Rican Bar Association, she is a Committee Member of the New York State Bar Association Diversity Committee and serves as Chair of Judicial Diversity Sub-Committee. Elena also serves as a board member of the City University of New York School of Law Board of Visitors. Elena earned her Bachelor of Arts in Political Science and International Relations from Syracuse University. Elena earned her Juris Doctor from City University of New York School of Law Queens College

Elena was the recipient of the 2012 Manhattan Times/Bronx Free Press Distinguished Women's Award, the Puerto Rican Bar Association's 2009 Young Lawyer Women's Award, 2007 Entre Nosotras Award and 2006 Latin Scholarship Award.

She is a firm believer in charter schools though the unique personalized attention provided to students. She believes that giving back to the community is essential for community growth and self-growth.

**Beatriz Gonzalez, Trustee**
Beatriz Gonzalez is currently the VP Comptroller at Smile Train. She manages the company's Finance and Accounting and works closely with Fundraising and Grant Management. She has over twelve years of experience working at public accounting firm where she performed audits in a wide range of industries with a focus in non-profits. She enjoys changing the world one smile at a time by helping children with cleft lip and palate around the world.

Ms. Gonzalez graduated Cum Laude from Rutgers University with a degree in Accounting. She earned her CPA designation in New York and New Jersey.

**Jazmine Landa, Amber Charter School II Kingsbridge Parent Representative**
Jazmine Landa serves as the Amber Kingsbridge parent representative on the Board of Trustees. Ms. Landa is the Office Manager at CARES, Mt. Sinai/St. Luke's Hospital. She has a Medical Assistant diploma from Brown Mackie College and is pursuing a Bachelors Degree in Health Studies from Walden University. Ms. Landa cares about children receiving the best education possible as her son thrives at Amber.

**Shawnte Lorick, Amber Charter School II East Harlem Representative**
Shawnte Lorick serves as the Amber East Harlem parent representative on the Board of Trustees. Ms. Lorick is a U.S. Probation Officer Specialist at the U.S. District Court. She is a licensed social worker. Ms. Lorick has a Master's Degree in social work and a Master's Degree in criminal justice from the State University in Albany. As a resident of East Harlem, she believes strongly in her community and knows these children have the potential to become future leaders.

**Bradley Olsen, Trustee**
Bradley Olsen is a Managing Director at CIBC Commercial Banking, with proven skills in developing strong trusted adviser role for clients. Bradley has earned a reputation as a result driven, highly motivated strategic thinker with an optimism for constant improvement in both professional and personal life. He has deep comprehensive knowledge of banking solutions, for client contract negotiation and process innovation. Bradley has a Bachelor of Science in Business Administration and Finance from the University of Southern California. He is a board member at Amber because the Amber team is amazing and education is one of the foundations for future success.

**Jenna Pantel, Trustee**
Jenna Pantel is the Chair of the Education Committee on the Amber Board. She graduated magna cum laude from Syracuse University's S.I. Newhouse School of Public Communications and the College of Arts and Sciences. She then graduated magna cum laude with her Juris Doctorate from the University of Miami School of Law. While at the University of Miami, Jenna participated in the Center for Ethics and Public Service's Street Law program. As a Street Law fellow, she taught law and ethics to Miami Senior High School students.

Ms. Pantel is currently an associate at a New York City education law firm where she represents parents of students with disabilities. She has been interested in education, education law, and education policy since taking her first psychology of reading disabilities course at Syracuse University.

**Brian Quillin, Amber Charter School Teacher Representative**
Brian Quillin is the Teacher Representative on the Board. He joined the Amber faculty in 2013 and has worked as a Tutor, Teacher Assistant, and Teacher. He is currently the Music and English as a New Language Intervention Teacher for Amber Kingsbridge. Brian's undergraduate degree is from SUNY Fredonia, and his graduate degree in Music Education Prek-12 from Hunter College, CUNY.

Brian cares about the progress of his students and their families in our communities. He believes that Amber Charter School gives him purpose and has allowed him to devote his life to the betterment of our children and society.

### b. Education Corporation Board Roles and Responsibilities

Describe the roles and responsibilities of the education corporation's board of trustees including:
• Selecting school leader (s) (and partner or management organizations, if any);
• Monitoring school performance including fiscal performance; and,
• Evaluating school leader (s) (and partner or management organizations, if any) and holding them accountable for achievement of the school's mission and goals.

The roles and responsibilities of the Amber Charter Schools EdCorp board are detailed in **R-14e Bylaws**. The board selects and evaluates the Executive Director, holding her responsible for the achievement of the school's mission and goals. The board monitors school performance, including fiscal performance, through the routine review of a dashboard, and activities within each committee, with particular emphasis on education and finance.

### c. Education Corporation Board Design

Describe the rationale for the proposed design of the education corporation's board of trustees including:
• Number of trustees;
• Officer positions;
• Ex-officio members (voting and non-voting);
• Standing committees or committees with the full authority of the board (if any);
• Delegation of authority to any committees, officers, employees, or contractors;
• Information to be received from the CMO, partner, school leadership, staff or contractors as applicable;
• Frequency of board and committee meetings;
• Procedures for publicizing and conducting monthly school board meetings in accordance with the Act and the NY Open Meetings Law;
• Trustee recruitment and selection process and criteria;
• New trustee orientation process; and,
• Board/trustee training and development.

The design and rationale of the Amber Charter Schools EdCorp board are detailed in **R-14e Bylaws**. The board manual stipulates all processes of the board, including meetings, publicizing meetings, and recruitment, selection and training of members. This manual is included in this application as **R-23b 1 Supplemental Attachment Board Manual**.

**d. Stakeholder Participation**

Explain how parents and school staff, including teachers, will provide input and participate in the governance of the education corporation.

Two Amber Charter School parents and one Amber Charter School teacher function as voting trustees, representing their peers and colleagues.

# By-Laws

# of

# Amber Charter School

**Approved on October 12, 2016**

## ARTICLE I

Name

Section 1. The name of this nonprofit Corporation is Amber Charter School (the "Corporation").

## ARTICLE II

Purposes

Section 1. The Corporation has been founded and developed by the Community Association of Progressive Dominican s [A.CDP ] Inc. to operate exclusively for charitable, nonprofit purposes, including but not limited to the following:

A. To create and operate public charter schools to educate students in kindergarten through fifth grade by providing for an academically rigorous and well-rounded education, along with strong character development that will enable them to prosper in top middle schools andbeyond.

B. To receive and maintain a fund or funds and to apply income and principal thereof consistently within existing laws exclusively for such charitable or educational purposes within the State of New York as in the judgment of the Board of Trustees of the Corporation shall be in furtherance of the public welfare and tend to promote the well-being of an indefinite number of people of the State of New York; and to that end, in any lawful manner whatsoever, to establish or maintain, in whole or in part, charitable and educational activities, the purposes of which are to assist in the promotion of the physical, intellectual, social, and emotional well-being of children and youth;

C. To borrow money and take hold by bequest, devise, gift, purchase, lease or otherwise, either absolutely or in trust for any of the purposes of the Corporation, any property, real, personal, or mixed, without limitations as to amount or value, except such limitations, if any, as shall hereafter specifically be imposed by law; and, to sell, convey, lease, mortgage, or otherwise dispose of any such property and to invest and reinvest the principal thereof or the income therefrom, and, subject

D.

only to such limitations, if any, as may be imposed in any instrument under which any such property may be received, to deal with, said principal or income to or for the above-mentioned purposes or to, or in aid of, any of the aforesaid activities or in any other manner or for any other purposes that shall be deemed by the Board of Trustees to be an effective agency for the promotion or fulfilling the purposes hereinbefore set forth, provided, however, that in no event and under no circumstances shall any part of the funds of the Corporation, whether principal accumulations or earnings, be distributed to, or inure to, the benefit of any Trustee or Officer of the Corporation;

E. To enter into, make, perform, and carry out contracts and obligations of every sort and kind with any person, firm, association, corporation, private, public or municipal, or body politic that would be necessary in the judgment of the Board of Trustees to attain the purposes as hereinbefore set forth;

F. To do all and everything necessary, suitable or proper for the accomplishment of any of the purposes hereinbefore set forth or the attainment of any one or more of the objects herein enumerated or incidental to the powers herein named, including the employment of such staff as is necessary to carry out the purposes of the Corporation;

G.

H. It is the intent and purpose that the Corporation shall be organized and operated exclusively for charitable educational purposes, within the classification of legal charities, and no part of the net earnings or principal shall inure to the benefit of any individual and no substantial part to the activities of the Corporation, or any recipient of its funds, shall be used to carry out propaganda or otherwise to attempt to influence legislation; and

I. The Corporation shall not discriminate against applicants for its services on the basis of race, color, religion, gender, sexual orientation, national origin or other protected class. If demand for admission exceeds the Corporation's capacity, applicants will be selected by a lottery process, consistenf with New York Charter School law.

The foregoing clauses shall be construed both as objects and powers, and it is hereby expressly provided that the enumeration herein of specific powers shall not limit or restrict, in any manner, the exercise of all powers of the Corporation, as a corporation organized not-for-profit as provided in the statutory and decisional law of the State of New York and several supplements thereto and amendments thereof or the doing of such acts as may be necessary and proper or incidental to the carrying out of the purposes for which the Corporation isorganized.

## ARTICLE III

Membership

Section l. There shall be no members of the Corporation.

## ARTICLE IV

Board of Trustees

Section 1. **Function.** The business, property, and affairs of the Corporation (except those operations and policies delegated herein to the Executive Director) shall be governed by a Board of Trustees (the "Board of Trustees").

Section 2. **Qualifications and Number.** Trustees shall be at least eighteen (18) years of age and legal residents of the United States but not necessarily of the State of New York. The authorized number of Trustees shall not be less than seven (7) nor more than nineteen (19), including two *ex officio* seats. Within the limits so specified, the authorized number of Trnstees may, from time to time, be increased or decreased, by action of the Board of Trustees. The Board of Tru stees shall consist of persons chosen with due consideration for diversity of occupations and areas of interest. One permanent *ex-officio* position on the Board of Trnstees

will be held by the Executive Director of Amber Charter School provided that the Executive Director shall not have a right to vote nor shall the presence of the Executive Director at any meeting of the Board of Trustees count towards quornm. The other *ex officio* position shall be held by the Executive Director of the Community Association of Progressive Dominicans, the founding organization. A Board seat will be reserved for one parent from each A1nber Charter School operated by the Corporation and another for an Amber Charter School teacher. A Trustee shall receive no compensation for his/her services as a member of the Board of Trustees.

A Trustee holding the parent seat cannot hold any position of governance within Amber Charter School's Parent Association, including but not limited to, a position on the Parent Association Executive Board, Nominating Committee or any Standing Committee. A Trustee holding the teacher seat cannot hold any position of authority within the United Federation of Teachers (e.g. school representative to the UFT).

Section 3. **Election and Term of Office.** Trnstees wi11 be selected for three-year terms on a rotating basis. All Trustees are eligible for re-election without limit.

Exceptions: *Ex officio* Trustees will serve their terms without limit. The Board positions reserved for Amber Charter School parents and teacher will be assigned one-year te1ms.

The Board Chair is empowered to elect a Membership Committee to accept nominations for additional Trustees and to conduct interviews, check refyrences, and take any other appropriate action in order to make a recommendation to the Board. Such recommendations will then be voted upon by the entire Board of Trustees, with a majority signaling approval of such recommendation.

Each parent seat will be filled by the majority vote of all parents of the respective Amber Charter School. The teacher seat will be filled by the majority vote of all teachers of Amber Charter School. Such elections will be held at the end of the school year each June.

The Board will establish its own rules for conduct, expanding upon those laid out in this document. Such rules may be subject to change from time to time, by resolution of the Board of Trustees.

Upon the occun ence of a vacancy in any office, the unexpired term thereof shall be filled by majority vote of the Board of Trustees. In the event that one of the vacated seats is the one reserved for parents or teacher, the vacancies will be filled

by vote of the appropriate constituency group by the same process described above. Such vacancy must be filled within forty school days of the resignation of said Trustee.

Section 4. **Regular Meetings.** The Board of Trustees may by resolution from time to time fix a time and place within the State of New York for Regular Meetings of the Board of Trustees and notice of such resolution shall be deemed notice of each such meeting. Special Meetings may be called by the Chair of the Board of Trustees or by a majority of the Trustees on three (3) days notice. The provisions of this section may be waived by a writing signed by all Trustees either before or after the Special or Regular Meeting to which the same relates.

Section 5. **Annual Meetings.** The Annual Meeting of the Corporation shall be held at such place, date, and time during the m.onth of September of each year as selected by the Board of Trustees. At the annual meeting, the Board of Trustees will elect, by a majority vote, a Chairperson, Vice-Chairperson, Secretary, and Treasurer, and shall futther transact such other business as may properly come before it.

Section 6. **Compliance with New York State Open Public Meetings Law.** If and to the extent that any language in these By-Laws is inconsistent with

the New York State Open Public Meetings Law, the provisions of such Act shall supersede such language and shall be controlling in lieu thereof.

Section 7. **Quorum and Voting.** Unless a greater proportion is required by law , at any meeting of the Board of Trustees, a majority of the number of voting Board of Trustees set under Section 2 shall constitute a quorum for the transaction of business. Except as otherwise provided by law, the State-approved charter application, or these By-Laws, at any meeting of the Board of Trustees at which a quorum is present, the vote of a majority of the Trustees present at the time of such vote shall constitute the act of the Board of Trustees. If at any meeting of the Board of Trustees there shall be less than a quorum present, the T1ustees may adjomn the meeting until a quorum is obtained. At a duly adjourned meeting at which a quorum is then present, any business may be transacted at the meeting as originally called.

Section 8. **Participation in a Meeting by Videoconference.** Members of the Board of Trustees or any committee thereof, may participate in a meeting of the Board of Trustees or committee, as the case may be, by means of a videoconference a1Iowing all persons participating in the meeting to see, speak to and hear each other, and paiticipation in a meeting pursuant to this Section shall constitute presence at such meeting so long as the public has notice of and access

to all videoconference locations. Tn1stee participation shall be in compliance with the Open Meeting Law. Trustee participation will not count toward quonun and cannot vote on matters before the Board.

Section 9. **Removal.** At any Regular or Special Meeting of the Board of Trustees called for the purpose of removing a Trustee, a Trustee may be removed, for cause by a vote of the majority, or without cause by a vote of two-thirds, of the Trustees then in office. For purposes of this Section, "cause,, shall include, but not be limited to, failure by a member of the Board of Trustees to comply with the principles and policies set forth in the Corporation's Code of Ethics and/or unexcused absence from three (3) successive regularly scheduled meetings. With respect to the parent and teacher Trustees, each may be removed upon the loss of status·as a parent or teacher.

Section 10. **Resignation.** Any Trustee may resign from office at any time by delivering a resignation in writing to the Chair of the Board of Trustees, and the acceptance of such notice of resignation, unless required by its terms, shall not be necessary to make the resignation effective.

Section 11. **Written Action.** Any action required or pem1itted to be taken pursuant to authorization voted at a meeting of the Board of Trustees or any

committee thereof may be taken without a meeting if, prior or subsequent to the action, all members of the Board of Trustees or of the committee, as the case may be, consent thereto in writing and the written consents are filed with minutes of the proceedings of the Board of Trustees or committee.

Section 12. Limited participation in Executive Sessions. ln the event that matters regarding the Executive Director's compensation or evaluation need to be discussed by the Board of Trustees, the Board Chair will call an Executive Session and excuse the teacher and parent representatives from the session.

## ARTICLE V

Officers

Section 1. **Generally.** The Officers of the Board of Trustees shall be a Chairperson, a Vice Chairperson, a Secretary and a Treasurer, all of whom shall be elected by the Board of Trustees at the Annual Meeting, in accordance with Article IV Section 5 of these By-Laws. The Board of Trustees may from time to time appoint such Assistant Secretaries and Assistant Treasurers with such duties as it may deem advisable. Any hvo or more offices may be held by the same person, except the offices of Chairperson and Secretary.

Section 2. **Chairperson.** The Chairperson will be the official spokesperson of the Corporation. It will be the duty of the Chairperson to preside at all meetings

of the Board of Trustees and to have general supervision of the affairs of the Corporation. The Chairperson will execute or designate someone to execute on behalf of the Corporation all contracts, deeds; conveyances, leases, loan documentation, and other instruments in writing that may be required or authorized by the Board of Trustees for the proper and necessary transaction of the business of the Corporation; provided, however, that the Board of Tn1stees may authorize others to execute certain instruments on behalf of the Corporation as provided in Article IX of these By-Laws. The Chairperson shall be an ex officio member of all committees, without vote.

Section 3. **Vice Chairperson.** It will be the duty of the Vice Chairperson to act in the absence or disability of the Chairperson and to perfom1 sucl1 other duties as may be assigned to him or her by the Chairperson of the Board of Trustees. In the absence of the Chairperson, the execution by the Vice Chairperson on behalf of the Corporation of any instrument will have the same force and effect as if it were executed on behalf of the Corporation by the Chairperson.

Section 4. **Secretary.** The Secretary will be responsible for overseeing the proper maintenance of the corporate records. The Secretary will give or cause to be given all notices of meetings of the Board of Trustees and all other notices required by law or by these By-Laws. The Secretary will oversee the proper

preservation of all books, con-espondence , and papers relating to the business of the Corporation, except those of the Treasurer. The Secretary will present or cause to be presented at each annual meeting of the Board of Trustees a full report of the transactions and affairs of the Corporation for the preceding year and will also prepare and present to the Board of Trustees such other reports as it may desire and request at such time or times as it may designate.The Board of Trustees at its discretion may elect an Assistant Secretary, not necessarily a member of the Board of Trustees, who will perform the duties and assume the responsibilities of the Secretary as set forth above under the direction of the Secretary or the Chairperson.

Section 5. **Treasurer.** The Treasurer will oversee the finances of the Corpora ion. The Treasurer will present to the Board of Trustees,at its Annual Meebng, an annual report of the finances of the Corporation, and will from time to time make such other reports to the Board of Trustees as the Board may require. The Board of Trustees at its discretion may elect an Assistant Treasurer, not necessarily a member of the Board of Trustees, who will perform the duties and assume the responsibilities of the Treasurer as set forth above under the direction of the Treasurer or the Chairperson.

Section 6. **Additional Powers.** Any officer of the Corporation, in addition to the powers conferred upon him or her by these By-Laws, will have such

additional powers and perfom1 such additional duties as may be prescribed from time to time by the Board of Trustees.

Section 7. **Unexpired Term.** Upon the occurrence of a vaca ncy in any office, the unexpired term thereof shall be filled by majority vote of the Board of Trustees.

## ARTICLE VI

Executive Director and Administrative Staff

Section 1. **General.** The Board of Trustees may employ an Executive Director to oversee all the charter schools that it operates for such term and upon such conditions and for such remuneration as the Board may deem advisable. The Board of Trustees may at any time terminate an Executive Director' s employment. The Board of Trustees may immediately suspend the Executive Director from some or all of his or her duties at any time with or without cause, consistent with State and Federal laws.

Section 2. **Executive Director's Responsibilities.** The Executive Director shall administer the educational policy of the Corporation to further its express purposes and shall, on behalf of the Corporation, engage school staff in accordance

with budget limitations imposed by the Board of Trustees. He or she shall supervise or cause to be supervised all Principals of each school and the personnel of the Shared Services Team. The Shared Services Team are the personnel that provide oversight and services to Amber Charter School. The Executive Director shall fom1ulate the budget of the school corporation and present it to the Board of Trustees for its approval.

Section 3**.Administrative Staff and Employees.** Administrative staff and employees of Amber Chatter School cannot hold any position of governance within Amber Charter School' s Parent Association, including but not limited to, a position on the Parent Association Executive Board, Nominating Committee or any Standing Committee.

## ARTICLE VII

Committees

Section 1. **Generally.** There shall be standing committees of the Board of Trustees. Committee chairpersons and members shall be elected by the Board of Trustees no later than the Annual Meeting of the Board of Trustees. The Chairperson of the Board of Trustees shall be an ex officio member of all committees, without vote. All standing committees shall report their activities to

the Board of Trustees and shall make recommendations directly to the Board of Trustees on matters re erred to them or falling within their respective fields of responsibility.

Section 2. **StandingCommittees.** Committees shall include but not limited to the following: Executive, Finance, Educational Program ming, Facili ties and Development.

(a) Executive Committee - the Executive Committee's role is to set the policy agenda for the Board each year, coordinate the work of Board committees and assist the Executive Director as sounding board and counsel.

(b) Finance Committee - the Finance Committee's role is to oversee all material aspects of the corporation's financial planning and reporting, · control and audit functions, and periodically report findings and recommendations to the Board. This includes focusing on the qualitative aspects of financial reporting and on the corporation's processes for the management of business/financial risk and compliance with significant applicable legal, ethical and regulatory requirements.

(c) Education - the Education Committee's role is to ensure that the school develops, implements and maintains programs that are consistent

(d)

with a student-focused approach to education and advance the school's position as an educational leader among charter schools.

(e) Facilities - the Facilities Committee's role is to oversee the material aspects of the development and maintenarice of the corporation's buildings and grounds. It shall oversee strategies for achieving the plant and facilities goals of the strategic plan set by the Board, which are to provide an outstanding physical environment that meets the needs of each school's education al program and takes into consideration the school community's requirements in the areas of health, safety, aesthetics, accessibility and environm.ental impact.

(f) Development - the Development Committee's role is to oversee all fWidraising activities at the school. This includes that the school prioritizes capital and endowment needs appropriately as well as designing and implementing fundraising strategies that will enable Amber to excel as a leading charter school.

Se ct ion **3.Tri-Partite Panel.** In addition to the Standing Committees, so long as there exists a collective bargaining agreement between the Amber Charter School and the United Federation of Teachers ("CBA"), there shall exist a tri-partite panel comprised by the Board Chair and the teacher representative and a

third member jointly selected by the Board Chair and the teacher representative. The role of the tri-partite panel shall be to hear and finally determine any appeal by the United Federation of Teachers from a detem1ination of the Executive Director (or designee) involving employee discipline, consistent with the terms of the CBA then in effect.

Section **4.Creation of Additional Committees.** The Board of Trustees may from time to time determine that additional committees shall be created and what their duties shall be.

## ARTICLE VIII

Fiscal Year, Books and Records

Section 1. The fiscal year of the Corporation shall begin July I of each year.

Section 2. The books and records of the Corporation shall be audited annually by a certified public accountant selected by the Board of Trustees.

## ARTICLE IX

Miscellaneous

Section 1. The Corporation shall have the power, but not the obligation, to indemnify and hold harmless any Trustee, Officer or employee from any suit,

damage, claim, judgment, or liability arising out of, or asse1ted to arise out of, conduct of such person in his or her capacity as a Trustee, Officer, or employee, unless such indemnification is prescribed by an applicable State or Federal law. The Corporation shall have the power, but not the obligation, to purchase or procure insurance for such purposes.

Section 2. The Board of Trustees may authorize any Officer or Officers, agent or agents of the Corporation, including the Executive Director, in addition to the Officers so authorized by these By-Laws, to enter into any contract or execute and deliver any instrument in the name of, and on behalf of, the Corporation. Such authority may be general or confined to specific instances.

Section 3. All checks, drafts, and other ord rs for payment of funds will be signed by such Officers or such other persons as the Board of Trustees may designate. All orders for payment will require two such signatures.

Section 4. The Corporation will keep correct and comple te book s and records of accounts and will also keep minutes of the proceedings of its Board of Trustee s; and it will keep at the registered or principal office a record giving the names and addresses of the members entitled to vote. All books and records of the

Corporation may be inspected by any member of the Board of Trustees for any proper purposes at any reasonable time.

## ARTICLEX

Transfers of Assets on Liquidation or Dissolution

Section 1. Upon liquidation or dissolution of the Corporation the net assets remaining to it, except as othe1wise provided by law or regulation of the State of New York, or the tenns of a special legacy or gift, and after satisfaction of all debts and obligations, shall be transferred and distributed to another charter school within the·City of New York or to the Board of Education of the City of New York.

## ARTICLE XI

Amendments

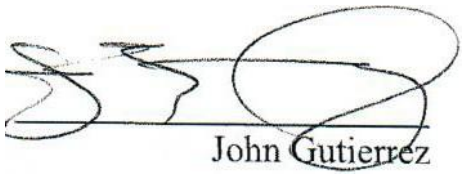
Section 1. The By-Laws may be amended by a majority vote of the Board of Trustees present at any Annual or Regular or Special Meeting, provided that the notice of the tenor and purpose of such amendment shall have been included in the notice of such meeting.

I HEREBY CERTIFY that the foregoing is a full, true and correct copy of the By-Laws of Amber Charter School, a ew York nonprofit corporation as in effect on the date hereof.

WITNESS my hand and the seal of the Corporation.

\0. 12..(6

Date:




Secretary of
(SEAL) AMBERCHARTERSCHOOL
Board of Trustee

## f. Code of Ethics

Provide a draft of the proposed education corporation's code of ethics. The Code of Ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance with the policy. The Code of Ethics and conflict of interest policy (which may be one document) must be written to apply not only to trustees, but also to officers and employees of the school in conformity with the NY General Municipal Law. Please see the Guidance Handbook for more details.

**Code of Ethics Applicable to Trustees, Officers, and Employees**

Trustees, officers, and employees shall abide by and support the mission of Amber Charter Schools, the terms of the Charter, and the policies and procedures established to carry out the mission.
Each member of the Amber Charter Schools Board of Trustees, including officers, members, and the Executive Director, will receive training in the proper exercise of his or her responsibilities as a trustee, including conflicts of interest and other related issues.

Professional development for staff members will cover issues of conflict of interest and ethical issues that arise for staff members.

Trustees, officer, and employees shall participate actively and openly in the decision-making process established under this Charter to further the success of the school. It is unethical behavior to attempt to prevent any community member from participating in the democratic decision-making process.
Trustees, officers, and employees have an affirmative obligation to promote respect for diversity and take a proactive role in seeking to eliminate bias, discrimination, and the effects of these based on race, color, creed, national origin, language, gender, sexual orientation, disability, age, economic status, or physical characteristics such as size. It is unethical behavior to engage in or be complicit in discriminatory behavior based on any of these characteristics. Corporal punishment is unethical and is grounds for dismissal.

Trustees, officers and employees have an affirmative obligation to report immediately any information concerning child abuse, sexual misconduct involving students, and corporal punishment to their supervisor and to comply with their responsibilities as a mandated reporter.

It is ethical behavior to promote physically and emotionally safe learning environment for all members of the community; it is unethical to interfere with the creation of a safe learning environment.
Trustees, officers, and employees have an affirmative obligation to disclose any financial conflicts of interest which may affect their decisions regarding the Amber charter school. They shall recuse themselves from any decision in which they have a financial interest.

The Board of Trustees may from time to time engage a member of the board in a consultant capacity in order to utilize his or her particular skills and knowledge in accordance with generally accepted practice on Boards of non-profit organizations. Such engagement shall be made according to written contract. The compensation must be demonstrated to be no more than the Board member's reasonable and usual fees and no more than the reasonable and usual fee prevailing in the field. The Board member must recuse him or herself from the decision. No Board member may vote on or design a policy that would result in financial benefit to him or her.

Trustees, officers, and employees shall not:

- hold investments in conflict with official duties;
- hold private or future private employment in conflict with official duties;
- directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him, or could reasonably be expected to influence him, in the performance of his official duties or was intended as a reward for any official action on his part;
- disclose confidential information acquired by him in the course of his official duties or use such information to further his personal interests;
- receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any charter school education corporation of which he is an officer, member or employee or of any education corporation committee or agency over which he has jurisdiction or to which he has the power to appoint any member, officer or employee; or
- receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the education corporation or any committee or agency of his corporation, whereby his compensation is to be dependent or contingent upon any action by such corporation, committee or agency with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered; and
- shall not have an interest in any for-profit contract with the education corporation.

Contracts with not-for-profit entities, such as charter management organizations, partners and founding organizations must be disclosed but are not prohibited.

Any officer or employee who has, will have, or later acquires an interest in—or whose spouse has, will have, or later acquires an interest in—any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the education corporation of which he or she is an officer or employee, shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and to the governing body thereof as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of such body.

**g. Complaint Policy**

Provide a draft of the proposed school's complaint policy. The complaint policy must include procedures for handling formal complaints under the Act including from staff, parents, employees, and contractors. It may also include procedures for handling informal complaints.

**Amber Charter Schools Complaint Policy**

***Revised: October 12, 2016***

Any individual or group may bring a complaint to the Board of Trustees ("Board") of the Amber Charter Schools ("School") alleging a violation of the provisions of Article 56 of the education law (i.e. the New York State Charter Schools Act), the School's charter, or any other provision of law relating to the management or operation of the School.

The complaint will be presented to the Board in written form. The Board may be contacted at the School's address, 220 East 106th Street, New York, NY 10029. Attn: Board Secretary.

The Board shall respond at or prior to the next public meeting of the Board. Every effort will be made to respectfully address the matter to the satisfaction of the individual or group who presented the complaint. The Board, as necessary, shall direct the Executive Director to act upon the complaint and report to the Board. The Board shall render a determination in writing, as necessary.

If, after presentation of the complaint to the Board, the individual or group determines that the Board has not adequately addressed the complaint, the complainant may present the complaint to the State University Trustees through the Charter Schools Institute, which shall investigate and respond. Their address is SUNY Charter Schools Institute, SUNY Plaza, 353 Broadway, Albany, NY 12246. If, after presentation of the complaint to the Charter Schools Institute, the individual or group determines that the Charter Schools Institute has not adequately addressed the complaint, the complainant may present the case to the Board of Regents, which shall investigate and respond. Their address is 89 Washington Avenue, Albany NY 12234.

The Charter Schools Institute and the Board of Regents have the power and the duty to take remedial action as appropriate.

Complaints other than those alleging a violation of the provisions of Article 56 of the education law, the School's charter, or any other provision of law may be directed, in writing, to the Principal who will respond to them within ten (10) business days.

Sashemani Elliott, Principal
Amber Charter School East Harlem
220 East 106th Street
New York, NY 10029
[redacted]

[redacted]

Veronica Almedina, Principal
Amber Charter School Kingsbridge
3120 Corlear Avenue
Bronx, NY 10463

[redacted]

If the complainant is unsatisfied with this resolution, he/she may present the complaint to the Executive Director, who will investigate and respond.

**12. Governance**

**h. Board Member Resumes**

Submit updated resumes for all board members.

Attached please find the resume of Miguelina German, the most recent addition to Amber Charter Schools board of trustees. All others are on file as current trustees.

# Miguelina Germán, PhD

[redacted]

## Professional Experience

[redacted]

## EDUCATION

| | | | |
|---|---|---|---|
| **ARIZONA STATE UNIVERSITY, Clinical Psychology Program** | Ph.D. | 2009 | Tempe, AZ |
| | M.A. | 2005 | Tempe, AZ |
| **COLUMBIA UNIVERSITY, Columbia College** | B.A. | 2000 | New York, NY |

## POST-GRADUATE TRAINING

| | | |
|---|---|---|
| **CHILDREN'S HOSPITAL AT MONTEFIORE (CHAM),** | Certificate Program | 2017 |
| **Quality Performance Improvement Course** | | |

## LICENSE, SKILLS & ASSOCIATIONS

- Licensee, Psychologist, Cert. # 018850, New York State
- Fluent in Spanish
- Co-chair, Early Childhood Special Interest Group, Society for Developmental and Behavioral Pediatrics
- Member, Clinical Advisory Council, Health Access Equity Unit, Division of Prevention and Primary Care, New York City Department of Health and Mental Hygiene

# Beatriz Gonzalez Day, CPA

[redacted]

## Experience

[redacted]

# Beatriz Gonzalez, CPA

[redacted]

## Education

Rutgers University, New Jersey 1999

- Bachelor of Science - Accounting, Cum Laude (GPA: 3.667)

## Licenses and Organizations

Licenses:

- Certified Public Accountant licensed in New York and New Jersey.

Continuing Professional Education (CPE):

- 40 hours mandatory CPE per annum since 1999.
- Extensive training in accounting and auditing standards, business ethics, and interpersonal skills.
- Qualified training to conduct audits in accordance with Government Auditing Standards and Circular A-133.
- NJ Association of School Business Officials – Business Administrator Certification courses

Organizations:

- Member of the Board of Directors of Memorial Day Nursery, Paterson, NJ

## Skills

- Accounting software proficiency in ProSystem FX, Lacerte, Caseware, Caseview, QuickBooks, T-Value, GoFile Room, Abila, Concur
- Proficient in business related applications such as Microsoft Word, Excel, Power Point, Outlook and SharePoint
- Exceptional interpersonal and leadership skills
- Excellent time management and multi-tasking ability
- Outstanding work ethic and strong analytical skills
- Bilingual: English and Spanish

**Kelly Combs, AIA**

[redacted]

# Jazmine Landa

[redacted]

**Profile**

Personable, detail oriented, self-motivated administrator. Apply innate interpersonal skills to encourage employee morale and maintain positive relationships.

**Education**

**8/16** **Walden University, Minneapolis, MN**
Bachelor's in Health Studies-Health Management *In progress*
Bachelor's candidate, Current GPA 4.0

**8/06** **Brown Mackie College, Hopkinsville, KY**
Medical Assistant Diploma

**Experience**

[redacted]

**Skills**

- Bilingual: Spanish and English
- Excellent organizational skills able to handle multiple tasks
- 10 keys and keyboarding proficiency. Type 50 wpm

**References furnished upon request.**

# Miguelina Germán, PhD

[redacted]

## PROFESSIONAL EXPERIENCE

[redacted]

## EDUCATION

| | | | |
|---|---|---|---|
| **ARIZONA STATE UNIVERSITY, Clinical Psychology Program** | Ph.D. | 2009 | Tempe, AZ |
| | M.A. | 2005 | Tempe, AZ |
| **COLUMBIA UNIVERSITY, Columbia College** | B.A. | 2000 | New York, NY |

## POST-GRADUATE TRAINING

| | | |
|---|---|---|
| **CHILDREN'S HOSPITAL AT MONTEFIORE (CHAM),** | Certificate Program | 2017 |
| **Quality Performance Improvement Course** | | |

## LICENSE, SKILLS & ASSOCIATIONS

- Licensee, Psychologist, Cert. # 018850, New York State
- Fluent in Spanish
- Co-chair, Early Childhood Special Interest Group, Society for Developmental and Behavioral Pediatrics
- Member, Clinical Advisory Council, Health Access Equity Unit, Division of Prevention and Primary Care, New York City Department of Health and Mental Hygiene

**AMADOR CENTENO**

[redacted]

## PROFILE

***Forward-thinking, results-oriented Senior Executive with record of growth and accomplishment in the higher education and health care sectors.***

- Strategic thinker who is adept in creating and/or re-engineering business processes and leveraging technology to enhance operating efficiencies and generate cost savings.
- Team builder and leader with talent for motivating and guiding staff to achieve high levels of productivity and consistently meet organizational goals and objectives.
- Exceptional communicator who establishes strong working relationships with professionals both internal and external to business environment.

## PROFESSIONAL EXPERIENCE

[redacted]

[redacted]

## EDUCATION

Master of Science – Health Service Administration, Iona College, New Rochelle, NY, 2001
Bachelor of Science – Economics, Lehman College, New York, NY, 1996

# Elena Goldberg Velazquez, Esq. [redacted]

## BAR ADMISSIONS

United States Court for the Southern District of New York, 2008
New York, 2007
Connecticut, 2006

[redacted]

## EDUCATION

**CUNY SCHOOL OF LAW AT QUEENS COLLEGE**
Juris Doctor, May 2006
Honors: *New York City Law Review – Managing Editor*
*New York City Law Review – Staff member*
Activities: *Phi Alpha Delta*, Law Fraternity – Murray Chapter, Treasurer
New York City Bar Association, law student chapter
Member of American Bar Association, law student chapter International Law Organization

**SYRACUSE UNIVERSITY**, Syracuse, New York
Bachelor of Arts in Political Science and International Relations, May 2003
Honors: Deans list
*Pi Sigma Alpha* - Political Science Honors Society

## BOARD AFFILIATIONS

CUNY School of Law
Board of Visitors, Board Member 2013-Present

Puerto Rican Bar Association
Board Member 2013-Present
President 2012-2013
President-Elect 2012-2011
Treasurer 2011-2010
Recording Secretary 2010-2009
CLE Committee, Chair 2014-Present
***As CLE Chair Bar Association received Independent Accredited Provider Status
Women's Committee, Chair 2012-2013
Young Lawyers' Committee, Chair 2011-2013
2012-2013

Network of Bar Leaders, Member
2012-Present

New York State Bar Association
Diversity Committee, Member 2012-Present
Nominating Sub-Committee, Member 2012-2013
Judicial Diversity Sub-Committee, Chair 2014-Present

Jewish Lawyers Guild, Member 2015-Present
Hadassah Lifetime Member

City of Yonkers, Charter Revision Commission 2015-Present

New York City Bar Association, Member
Civil Court Committee Member 2015-Pressent

South Bronx Charter School for the International Cultures of the Arts 2007-2010
Chair of the Board of Trustees 2009-2010
Secretary of the Board of Trustees 2007-2009

American Red Cross, Bronx Division 2007-2008
Board Member

## SPEAKING ENGAGEMENTS

Puerto Rican Bar Association
Regional Moot Court Competition, Clerk October 2015

New York State Bar Association
Path to Judicial Diversity, Moderator April 2015

New York State Judicial Institute
Summer Justice Program, Speaker 2010-2012

## VOLUNTEER WORK

New York State Judicial Summer Institute, Lecturer 2010-2012

New York State Bar Association, Judicial Diversity Sub-Committee Panel

"An Examination of Judicial Diversity in New York State", Moderator April 2015

## AWARDS/COMMUNITY RECOGNITION

2012 League of Puerto Rican Women - Woman of the Year Award 2012 Manhattan

Times/Bronx Free Press Distinguished Women's Award 2009 Puerto Rican Bar

Association's - Young Lawyer Women's Award

2007 Entre Nosotras Award

2006 Latyn Scholarship Award

[redacted]

# SHAWNTÉ LORICK

| | |
|---|---|
| ACCOMPLISHMENTS | Completed the Leadership Development Program and through our group project, raised an awareness to the need for cultural sensitivity in the agency. Assisted two supervisors with the training and development of new officers. Received Federal Executive Board Award SORT Team Participation (2013), and for Mental Health Team (2014). Received Probation Department Outstanding Team Member of the Year Award for SORT Team Participation (2011/12 and 2013/14) and Life Skills Team Member (2011/12). |
| SKILLS & TRAINING | • STARR Coach<br>• PCRA 2.0 and Sex Offender 2.0 trained<br>• IPPC trained<br>• Participated in internal audit process |

[redacted]

[redacted]

EDUCATION

**STATE UNIVERSITY OF NEW YORK, ALBANY- MAY 2002**

- School of Criminal Justice- Master of Arts
- School of Social Welfare-Master of Social Work

PROFESSIONAL LICENSES

**NEW YORK STATE EDUCATION DEPARTMENT- SEPTEMBER 2004**
Licensed Master Social Worker
License # 068462

ADDITIONAL ACTIVITIES

- Member of the Bring Our Sons and Daughter to Work Planning Committee
- Member of the Interview Panel for Prospective Student Interns
- Commemoration Ceremony Participant

# Brian Quillin

[redacted]

---

**Education:**

CUNY Hunter College
- MA Music Education Pre-K-12

SUNY Fredonia
- BA Music Business
  - Concentration in Communications/Public Relations
  - Minor in Business Administration

- **NYS Teacher Certification:** Music Pre-K - 12

**Teaching Experience:**

[redacted]

**Honors and Achievements:**

**Honors Undergraduate:** Cum Laude, May 2008
**Deans List,** Undergraduate, 2004 - 2008
**Alpha Lambda Delta National Honor Society**
**Golden Key National Honor Society**
**Recipient of Second Year Scholarship for Outstanding Academic Achievement,** 2005
**Member of National Association for Music Education (MENC)**
**Member of New York Road Runners (NYRR)**
**Hampton's marathon finisher,** 2012, 2013, 2014, 2015
**D.C. Rock and Roll marathon finisher,** 2013
**Hampton's half-marathon** (2011)**, D.C. Rock and Roll half-marathon** (2012)**, Brooklyn half-marathon finisher** (2014, 2016, 2017)

**Special Skills:**

**Professionally trained vocalist**
**Intermediate piano skills**
**Ability to sing Spanish, Italian, German, Latin, and French**
**Proficient in Microsoft Office**

# Bradley Olsen

Managing Director at CIBC

[redacted]

## Summary

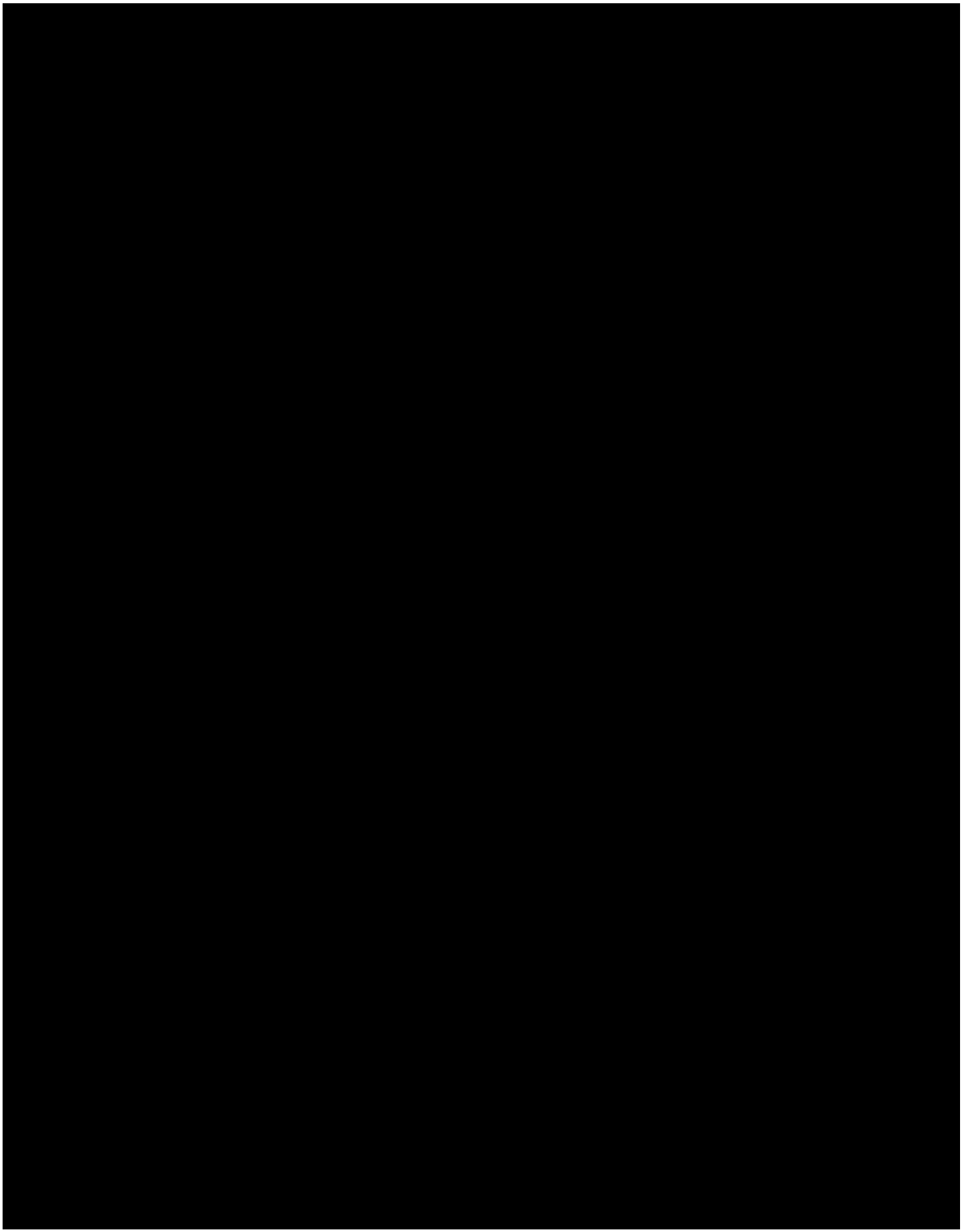
Proven skills in developing strong trusted adviser role for global clients and cultivating vital internal relationships.

Earned reputation as a results driven, highly motivated strategic thinker with an optimism for constant improvement in both professional and personal life.

Specialties:
Strong external and internal relationship development
Comprehensive knowledge of banking solutions for global corporates
Contract negotiation
Process innovation

## Experience

[redacted]



[redacted]

## Education

University of Southern California

Bachelor of Science (BS), Business Administration and Management, Finance, 1999 - 2001

**Request for Information from**
**Prospective Charter School Education Corporation Trustee**
**FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
   Amber Charter School
2. Full name:
   Home Address:
   Business Name and Address:
   Home telephone No.:
   Work telephone No:.
   E-mail address:
3. A brief educational and employment history (you may attach a resume):
   ☑ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☑ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   ☑ Does not apply to me. ☐ Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☑ Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   ☑ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. ☑ I / we do not know any such trustees. ☐ Yes, .

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
☑ I / we do not know any such employees. ☐ Yes, .

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. ☑ I / we do not know any such persons. ☐ Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. ☑ I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☑ Not applicable because the education corporation does not contact with a management company or charter management organization.
☐ I / we do not know any such persons.
☐ Yes, .

13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☑ N/A. ☐ I / we have no such interest. ☐ Yes, .

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☑ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. ☑ Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☑ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Other I would notify the entire board of the concerning behavior and work as a group to immediately rectify the situation.

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

## Certification

I, Miguelina German, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the {insert name of education corporation} is true and correct in every respect.

Miguelina German
Signature

9/12/18
Date

**Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:**

SUNY Charter Schools Institute
353 Broadway
Albany, New York 12246
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

SUNY Charter Schools Institute
The State University of New York

# Request for Information from Prospective Not-For-Profit Charter School Education Corporation Trustees

***Guidance and Form***

***For Charter Schools Authorized by the State University of New York Board of Trustees***

---

**Updated: November 2015**

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
www.newyorkcharters.org

## INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. Trustees are charged with overseeing the education of all students enrolled in the each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new board members be approved by it pursuant to the terms of the education corporation's Charter Agreement. The SUNY Charter Schools Institute (the "Institute") carries out this responsibility for the SUNY Trustees through this Request for Information ("RFI") process. Accordingly, and in order to expedite the approval of new board members, the Institute requests the prospective member to complete the following form and provide answers to each of the items (and provide the certification indicated).

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation board member, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record or a record of financial dealings inimical to the public trust.[1]

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

---

[1] Questions related to conflict of interest may be addresses to the education corporation's counsel or the General Counsel of the Institute.

1. **REQUEST FOR INFORMATION**

*A.* ***Applicable Charter Agreement Provisions***

The following images show applicable provision from the Model Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

(available at http://www.newyorkcharters.org/model-charter-agreement/), which are the same or very similar to those of each education corporation's Charter Agreement.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

---

*B.* ***Applicable Laws and Regulations***

None.

*C.* ***Discussion***

In order to legally seat a person on a charter school education corporation board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of

trustees must be fixed (i.e., when there is a range) the board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 13 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
    - Charter Agreement section entitled "Governance; School Board; By-laws" (Section 2.2 in recent charters) for the following:
        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY); and
        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;
    - Charter Agreement Exhibit A, "Terms of Operation;"
    - By-laws, which may:
        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete *Request for Information from Prospective Charter School Education Corporation Trustee* ("RFI") and evidence of proper election (e.g., signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period, the person may be seated

as a school trustee. After the Institute approves a trustee in writing, it will ask the education corporation for an updated list of trustees.

D. ***Responsible Tasks***

- Submit a signed copy of the resolution electing the prospective trustee or the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Charter School Education Corporation Trustee* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee of his or her official seating on the board. The trustee may now vote. The education corporation must send an updated board list to the Institute.
- As a reminder, the Education Corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the education corporation board.

# Request for Information from
# Prospective Charter School Education Corporation Trustee
# FORM

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
   Amber Charter School
2. Full name: Bradley Olsen
   Home Address: [redacted]
   Business Name and Address: [redacted]
   Home telephone No.: [redacted]
   Work telephone No:.
   E-mail address: [redacted]
3. A brief educational and employment history (you may attach a resume):
   ☐ Resume attached. 2001 - Present: Finance & Banking
   Education: BS, Finance University of Southern California
4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   ☒ Does not apply to me. ☐ Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   ☒ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. ☒ I / we do not know any such trustees. ☐ Yes, .

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
☐ I / we do not know any such employees. ☒ Yes, Christine Garay, friend

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. ☒ I / we do not know any such persons. ☐ Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the education corporation does not contact with a management company or charter management organization.
☒ I / we do not know any such persons.
☐ Yes, .

13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☒ I / we have no such interest. ☐ Yes, .

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. Raise to Chairman and Executive Director

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.

19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review. N/A

## Certification

I, Bradley Olsen, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the ~~{insert name of education corporation}~~ Amber Charter School is true and correct in every respect.

Bradley Olsen — 6-13-18

Signature Date

**Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:**

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

SUNY Charter Schools Institute
The State University of New York

# Request for Information from Prospective Not-For-Profit Charter School Education Corporation Trustees

***Guidance and Form***

***For Charter Schools Authorized by the State University of New York Board of Trustees***

---

**Updated: November 2015**

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
www.newyorkcharters.org

## INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. Trustees are charged with overseeing the education of all students enrolled in the each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new board members be approved by it pursuant to the terms of the education corporation's Charter Agreement. The SUNY Charter Schools Institute (the "Institute") carries out this responsibility for the SUNY Trustees through this Request for Information ("RFI") process. Accordingly, and in order to expedite the approval of new board members, the Institute requests the prospective member to complete the following form and provide answers to each of the items (and provide the certification indicated).

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation board member, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record or a record of financial dealings inimical to the public trust.[1]

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

---

[1] Questions related to conflict of interest may be addresses to the education corporation's counsel or the General Counsel of the Institute.

1. **REQUEST FOR INFORMATION**

*A.* ***Applicable Charter Agreement Provisions***

The following images show applicable provision from the Model Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

(available at http://www.newyorkcharters.org/model-charter-agreement/), which are the same or very similar to those of each education corporation's Charter Agreement.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

---

*B.* ***Applicable Laws and Regulations***

None.

*C.* ***Discussion***

In order to legally seat a person on a charter school education corporation board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of

trustees must be fixed (i.e., when there is a range) the board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 13 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
    - Charter Agreement section entitled "Governance; School Board; By-laws" (Section 2.2 in recent charters) for the following:
        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY); and
        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;
    - Charter Agreement Exhibit A, "Terms of Operation;"
    - By-laws, which may:
        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete *Request for Information from Prospective Charter School Education Corporation Trustee* ("RFI") and evidence of proper election (e.g., signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period, the person may be seated

as a school trustee. After the Institute approves a trustee in writing, it will ask the education corporation for an updated list of trustees.

D. ***Responsible Tasks***

- Submit a signed copy of the resolution electing the prospective trustee or the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Charter School Education Corporation Trustee* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee of his or her official seating on the board. The trustee may now vote. The education corporation must send an updated board list to the Institute.
- As a reminder, the Education Corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the education corporation board.

# Request for Information from
# Prospective Charter School Education Corporation Trustee
# FORM

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
   AMBER CHARTER SCHOOL
2. Full name: KELLY COMBS THOMAS
   Home Address: [redacted]
   Business Name and Address:
   Home telephone No.: [redacted]
   Work telephone No.:
   E-mail address: [redacted]
3. A brief educational and employment history (you may attach a resume):
   ☑ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☑ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   ☑ Does not apply to me. ☐ Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☑ Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   ☑ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. ☑ I / we do not know any such trustees. ☐ Yes, .

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
☑ I / we do not know any such employees. ☐ Yes, .

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. ☑ I / we do not know any such persons. ☐ Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. ☑ I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☑ Not applicable because the education corporation does not contact with a management company or charter management organization.
☐ I / we do not know any such persons.
☐ Yes, .

13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☑ I / we have no such interest. ☐ Yes, .

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☑ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. ☑ Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☑ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Other BRING IT TO THE ATTENTION OF THE BOARD CHAIR & EXECUTIVE DIRECTOR - IN INTERNAL & EXTERNAL MEMBER.

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

## Certification

I, KELLY COMBS THOMAS, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the {insert name of education corporation} AMBER CHARTER SCHOOL is true and correct in every respect.

Signature

07.13.18
Date

**Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:**

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

## Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Amber Charter School
2. Full name: Amador Centeno
   Home Address: [redacted]
   Business Name and Address: [redacted]
   Home telephone No. [redacted]
   Work telephone No:. [redacted]
   E-mail address: [redacted]
3. A brief educational and employment history (you may attach a resume):
   X Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. X I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). X Does not apply to me.
   ☐ Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. X Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   X Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. X I / we do not know any such trustees. ☐ Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   X I / we do not know any such employees. ☐ Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. X I / we do not know any such persons. ☐ Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. X I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
X Not applicable because the school does not contact with a management company or charter management organization.
☐ I / we do not know any such persons.
☐ Yes, .

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A X I / we have no such interest. ☐ Yes,
.

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. X I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. X Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee X None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. Bring to the board Chair and General counsel determine if the claims are self-dealing and then move forward with corrective action; start investigation

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). X I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

## Certification

I, Amador Centeno, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Amber Charter School is true and correct in every respect.

Amador Cen
Signature

12/16/15
Date

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

*Revised May 21, 2007*

| FOR INSTITUTE USE ONLY |
|---|
| FILING FOR SCHOOL YEAR: _____ |
| DATE RECEIVED: _____ |

**DISCLOSURE OF FINANCIAL INTEREST**
**BY A CHARTER SCHOOL TRUSTEE**[1]

1. Name of charter school: Amber Charter School
2. Trustee's name (print: Amador Centeno
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): Member
4. Home address: [redacted]
5. Business Address: [redacted]
6. Daytime phone: [redacted]
7. E-mail: [redacted]
8. Is Trustee an employee of the school? ____Yes. __X__No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

   _____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

| Date(s) | Nature of Financial Interest/Transaction | Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion) | Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name) |
|---|---|---|---|
| *NONE* | | | |

[1] *Form Revised May 24, 2006*

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write* "*None*."

| Entity Conducting Business with the School | Nature of Business Conducted | Approximate Value of the Business Conducted | Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest | Steps Taken to Avoid Conflict of Interest |
|---|---|---|---|---|
| *NONE* | | | | |

Amadeo

***Signature***

12/16/15

***Date***

Charter Schools Institute
*The State University of New York*

# Request for Information from Prospective Charter School Trustees

## *Guidance and Form*

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

## Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

---

* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

# Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

| | |
|---|---|
| ❑ | When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, *and* who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) *and* school by-laws requirements. |
| ❑ | The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum. |
| ❑ | The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:<br>1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (¶ 2.10 in recent charters) for the following:<br>a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees);<br>b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);<br>2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;<br>3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;<br>4) By-laws, which may:<br>a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;<br>b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);<br>c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or<br>d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term. |
| ❑ | The school board or corporate member elects or appoints the *prospective* school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. |
| ❑ | Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members* (RFI). |
| ❑ | After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute. |
| **Institute Actions:** | The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees. |
| ❑ | The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute. |

# Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Amber Charter School
2. Full name: Brian Thomas Quillin [redacted]
   Home Address: [redacted]
   Business Name and Address:
   Home telephone No. [redacted]
   Work telephone No:.
   E-mail address: [redacted]
3. A brief educational and employment history (you may attach a resume):
   ☑ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☑ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☑ Does not apply to me.
   ☐ Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☑ Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   ☑ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☐ I / we do not know any such trustees. ☑ Yes, they. Work in the same school.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☐ I / we do not know any such employees. ☑ Yes, I am a school employee.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. ☑ I / we do not know any such persons. ☐ Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☑ I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☑ I / we do not know any such persons.
☐ Yes, .

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☑ I / we have no such interest. ☐ Yes, .

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☑ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☑ Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☐ None. ☑ Yes, I am a school employee (teacher).

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. If a member of the board is involved in self-dealing, I would set a meeting with the head of the board to bring the matter to their attention.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

## Certification

I, Brian Quillin, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Amber Charter School is true and correct in every respect.

Signature

9-7-17
Date

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

| FOR INSTITUTE USE ONLY |
|---|
| FILING FOR SCHOOL YEAR: _____ |
| DATE RECEIVED: _____ |

**DISCLOSURE OF FINANCIAL INTEREST BY A CHARTER SCHOOL TRUSTEE**[1]

1. Name of charter school: Amber Charter School
2. Trustee's name (print): Elena Goldberg Velazquez, Esq.
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): Board Member
4. Home address: [redacted]
5. Business Address: [redacted]
6. Daytime phone: [redacted]
7. E-mail: [redacted]
8. Is Trustee an employee of the school? ____Yes. __X__No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

   _____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

| **Date(s)** | **Nature of Financial Interest/Transaction** | **Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)** | **Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name)** |
|---|---|---|---|
| *None.* | | | |

[1] *Form Revised May 24, 2006*

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write* "*None*."

| **Entity Conducting Business with the School** | **Nature of Business Conducted** | **Approximate Value of the Business Conducted** | **Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest** | **Steps Taken to Avoid Conflict of Interest** |
|---|---|---|---|---|
| *None.* | | | | |

Signature _____ Date 2/16/16

# Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Amber Charter School
2. Full name: Elena Goldberg Velazquez
   Home Address: [redacted]
   Business Name and Address: [redacted]
   Home telephone No.: [redacted]
   Work telephone No:.
   E-mail address: [redacted]
3. A brief educational and employment history (you may attach a resume):
   ☑ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☑ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☐ Does not apply to me.
   ☑ Yes, please see resume
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☑ Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   ☑ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☑ I / we do not know any such trustees. ☐ Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☑ I / we do not know any such employees. ☐ Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. ☑ I / we do not know any such persons. ☐ Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☑ I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☑ Not applicable because the school does not contact with a management company or charter management organization.
☐ I / we do not know any such persons.
☐ Yes, .

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☑ N/A. ☐ I / we have no such interest. ☐ Yes, .

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☑ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☑ Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☑ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. Having the issue raised in Executive Session at the Board meeting - and asking those Board members to recuse themselves from the meeting at that time.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

## Certification

I, Elena Goldberg Velazquez, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Amber Charter School Charter School is true and correct in every respect.

Signature _____ Date 2-16-16

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Charter Schools Institute
*The State University of New York*

# Request for Information from Prospective Charter School Trustees

***Guidance and Form***

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

## Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

---

* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

# Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

- ❑ When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, *and* who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) *and* school by-laws requirements.
- ❑ The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.
- ❑ The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

    1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (¶ 2.10 in recent charters) for the following:
        a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees);
        b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);
    2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;
    3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;
    4) By-laws, which may:
        a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or
        d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.

- ❑ The school board or corporate member elects or appoints the *prospective* school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
- ❑ Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members* (RFI).
- ❑ After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.

| | |
|---|---|
| **Institute Actions:** | The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees. |
| ❑ | The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute. |

# Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Amber Charter School
2. Full name: Jazmine Landa
   Home Address: [redacted]
   Business Name and Address: [redacted]
   Home telephone No.: [redacted]
   Work telephone No:.
   E-mail address: [redacted]
3. A brief educational and employment history (you may attach a resume):
   ☒ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☒ Does not apply to me. ☐ Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   ☒ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☒ I / we do not know any such trustees. ☐ Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☒ I / we do not know any such employees. ☐ Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. ☒ I / we do not know any such persons. ☐ Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☒ Not applicable because the school does not contact with a management company or charter management organization.
☐ I / we do not know any such persons.
☐ Yes, .

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☒ N/A. ☐ I / we have no such interest. ☐ Yes, .

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would bring it up in the meeting, so that the entire board could discuss the conflict.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

## Certification

I, _Jazmine Landa____, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Amber_ Charter School is true and correct in every respect.

Jazmine Landa_____ ____11/6/17_____
Signature Date

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

SUNY Charter Schools Institute
The State University of New York

# Request for Information from Prospective Not-For-Profit Charter School Education Corporation Trustees

***Guidance and Form***

***For Charter Schools Authorized by the State University of New York Board of Trustees***

---

**Updated: November 2015**

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
www.newyorkcharters.org

## INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. Trustees are charged with overseeing the education of all students enrolled in the each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new board members be approved by it pursuant to the terms of the education corporation's Charter Agreement. The SUNY Charter Schools Institute (the "Institute") carries out this responsibility for the SUNY Trustees through this Request for Information ("RFI") process. Accordingly, and in order to expedite the approval of new board members, the Institute requests the prospective member to complete the following form and provide answers to each of the items (and provide the certification indicated).

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation board member, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record or a record of financial dealings inimical to the public trust.[1]

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

---

[1] Questions related to conflict of interest may be addresses to the education corporation's counsel or the General Counsel of the Institute.

## 1. REQUEST FOR INFORMATION

### *A.* ***Applicable Charter Agreement Provisions***

The following images show applicable provision from the Model Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

(available at http://www.newyorkcharters.org/model-charter-agreement/), which are the same or very similar to those of each education corporation's Charter Agreement.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

### *B.* ***Applicable Laws and Regulations***

None.

### *C.* ***Discussion***

In order to legally seat a person on a charter school education corporation board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes.

Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 13 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

    - Charter Agreement section entitled "Governance; School Board; By-laws" (Section 2.2 in recent charters) for the following:

        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY); and

        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;"

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete *Request for Information from Prospective Charter School Education Corporation Trustee* ("RFI") and evidence of proper election (e.g., signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period, the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the education corporation for an updated list of trustees.

D. ***Responsible Tasks***

- Submit a signed copy of the resolution electing the prospective trustee or the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Charter School Education Corporation Trustee* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee of his or her official seating on the board. The trustee may now vote. The education corporation must send an updated board list to the Institute.
- As a reminder, the Education Corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the education corporation board.

# Request for Information from
# Prospective Charter School Education Corporation Trustee
# FORM

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
   Amber Charter School
2. Full name: Shaunté Lenck
   Home Address: [redacted]
   Business Name and Address: N/A
   Home telephone No.: [redacted]
   Work telephone No:.
   E-mail address: [redacted]
3. A brief educational and employment history (you may attach a resume):
   ☐ Resume attached. Previously Submitted.
4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☒ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
   ☒ Does not apply to me. ☐ Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☒ Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   ☒ Does not apply to me. ☐ Yes, .

## Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. ☒ I / we do not know any such trustees. ☐ Yes, .

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes, .

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. ☒ I / we do not know any such persons. ☐ Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. ☒ I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the education corporation does not contact with a management company or charter management organization.
☒ I / we do not know any such persons.
☐ Yes, .

13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☒ N/A. ☒ I / we have no such interest. ☐ Yes, .

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. ☒ Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☒ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. If the person(s) is not the Board President, I would request an individual meeting with the President to discuss suspicion and present any supporting evidence

Other If the person is the President, I believe that I would consult with School Leadership on how to proceed.

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☒ I affirm.

19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

## Certification

I, Shawnté Lenick, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Amber Charter School is true and correct in every respect.

Signature

12/6/17
Date

**Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:**

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

# JENNA L. PANTEL

[redacted]

**BAR ADMISSIONS**

New York, 2008
Eastern District Court of New York, 2010
Southern District Court of New York, 2012

**EXPERIENCE**

[redacted]

**EDUCATION**

**University of Miami School of Law**, Coral Gables, FL
*Juris Doctorate, magna cum laude*, May 2007

| | |
|---|---|
| G.P.A.: | 3.517 /4.0, Top 15% |
| Law Review: | *Journal of Psychology, Public Policy & Law* |
| Honors: | Honors, Litigation Skills (Trial Section)<br>Dean's Award Recipient for Academic Achievement in International Copyright, Psychology and the Law, Law and Economics, and Advanced Constitutional Law<br>Hunton & Williams Fellow, Street Law, Center for Ethics & Public Service |
| Activities: | Center for Ethics & Public Service, American Intellectual Property Law Association, Intellectual Property Law Society, Student Mentor, Research Assistant for Cultural Property and Heritage |

**Syracuse University, S.I. Newhouse School of Public Communications**, Syracuse, NY
*Bachelor of Arts, magna cum laude in Public Relations and Political Science*, May 2004

| | |
|---|---|
| G.P.A.: | 3.647/4.0 |
| Honors: | Recipient of Syracuse University Founder's Scholarship for academic achievement |
| Activities: | Delta Gamma Fraternity, Vice President: Communication, Vice President: Programming |

| FOR INSTITUTE USE ONLY |
|---|
| FILING FOR SCHOOL YEAR: _____ |
| DATE RECEIVED: _____ |

**DISCLOSURE OF FINANCIAL INTEREST BY A CHARTER SCHOOL TRUSTEE**[1]

1. Name of charter school: Amber Charter School
2. Trustee's name (print): Jenna Pantel
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): _____
4. Home address: [redacted]
5. Business Address: [redacted]
6. Daytime phone: [redacted]
7. E-mail: [redacted]
8. Is Trustee an employee of the school? ____Yes. ✓No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

   _____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

| Date(s) | Nature of Financial Interest/Transaction | Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion) | Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name) |
|---|---|---|---|
| None<br>*Please write "None" if applicable. Do not leave this space blank.* | | | |

[1] *Form Revised May 24, 2006*

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write* "*None*."

| **Entity Conducting Business with the School** | **Nature of Business Conducted** | **Approximate Value of the Business Conducted** | **Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest** | **Steps Taken to Avoid Conflict of Interest** |
|---|---|---|---|---|
| None<br>*Please write "None" if applicable.* | | | *Do not leave this space blank.* | |

Signature

12/12/12
Date

# Request for Information from
# Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. Amber Charter School
2. Full name: Jenna Lauren Pantel
   Home Address: [redacted]
   Business Name and Address: [redacted]

   Home telephone No.: [redacted]
   Work telephone No:.
   E-mail address: [redacted]
3. A brief educational and employment history (you may attach a resume): See attached
   ☑ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☑ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☑ Does not apply to me.
   ☐ Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☑ Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   ☑ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☐ I / we do not know any such trustees. ☑ Yes, I have previously worked with David Briggs. He was a client of mine.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☑ I / we do not know any such employees. ☐ Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and

the nature of the business that such person or entity is transacting or will be transacting with the school. ☑ I / we do not know any such persons. ☐ Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☑ I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not contact with a management company or charter management organization.
☑ I / we do not know any such persons.
☐ Yes, .

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☐ N/A. ☑ I / we have no such interest. ☐ Yes, .

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☐ N/A. ☑ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☑ Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☐ None. ☑ Yes, there is the potential for a student's parent to seek my law firm's representation because we do education/special education law. My firm currently has 10 associates; I am one of those 10. However, my practice typically involves students who are attending private, special education schools and/or are suing the NYC Department of Education for failure to provide a free, appropriate public education.

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.
I would bring this to the attention of the Chair of the Board and legal counsel for the school. This is a legal issue and should be investigated fully. If there is self-dealing, then the Board should also discuss adding additional procedures to ensure that this does not happen again. Legal action may also be required.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

    I am a lawyer working at a private firm in Manhattan. My firm primarily represents parents of students with disabilities who are challenging the appropriateness of programs/services from the Department of Education. As such, I am very interested in the education of students in New York City. I have no personal or professional affiliation with the school other than my interest in being a Board member.

## Certification

I, Jenna Panter, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Amber Charter School is true and correct in every respect.

Signature

1/11/13
Date

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

Charter Schools Institute
*The State University of New York*

# Request for Information from Prospective Charter School Trustees

*Guidance and Form*

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

## Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

---

* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

# Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

| | |
|---|---|
| ❑ | When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, *and* who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) *and* school by-laws requirements. |
| ❑ | The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum. |
| ❑ | The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:<br>1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (¶ 2.10 in recent charters) for the following:<br>a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees);<br>b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);<br>2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;<br>3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;<br>4) By-laws, which may:<br>a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;<br>b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);<br>c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or<br>d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term. |
| ❑ | The school board or corporate member elects or appoints the *prospective* school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. |
| ❑ | Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members* (RFI). |
| ❑ | After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute. |
| **Institute Actions:** | The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees. |
| ❑ | The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute. |

# Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee.
2. Full name: Amber Charter School Beatriz Gonzalez Diaz
   Home Address: [redacted]
   Business Name and Address: [redacted]
   Home telephone No.: [redacted]
   Work telephone No:.
   E-mail address: [redacted]
3. A brief educational and employment history (you may attach a resume):
   ☑ Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☑ I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☐ Does not apply to me.
   ☑ Yes, Memorial Day Nursery, Paterson, NJ.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. ☑ Does not apply to me. ☐ Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
   ☑ Does not apply to me. ☐ Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. ☑ I / we do not know any such trustees. ☐ Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☐ I / we do not know any such employees. ☑ Yes, Wasthi Acosta / Kirsys Gomez - when I was the Audit manager from Citrin Cooperman about four years ago.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. ☑ I / we do not know any such persons. ☐ Yes, .

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ☑ I / we do not anticipate conducting any such business. ☐ Yes, .

12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☑ Not applicable because the school does not contact with a management company or charter management organization.
☑ I / we do not know any such persons.
☐ Yes, .

13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. ☑ N/A. ☐ I / we have no such interest. ☐ Yes, .

14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. ☑ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. ☑ Does not apply to me, my spouse or family. ☐ Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☑ None. ☐ Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. Communicate the situation to the Chair and/or Vice Chair for discussion, analysis + resolution.

Other

18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

## Certification

I, Beatriz Gonzalez Day, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Amber Charter School is true and correct in every respect.

Beatriz Gonzalez Day
Signature

December 14, 2015
Date

**Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:**

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

*Revised May 21, 2007*

| FOR INSTITUTE USE ONLY |
|---|
| FILING FOR SCHOOL YEAR: _____ |
| DATE RECEIVED: _____ |

# DISCLOSURE OF FINANCIAL INTEREST BY A CHARTER SCHOOL TRUSTEE[1]

1. Name of charter school: Amber Charter School
2. Trustee's name (print): Beatriz Gonzalez Day
3. Position(s) on board (e.g., chair, treasurer, committee chair, etc.): Member
4. Home address: [redacted]
5. Business Address: [redacted]
6. Daytime phone: [redacted]
7. E-ail: [redacted]
8. Is Trustee an employee of the school? ____Yes. __X__No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

   _____

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the charter school during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

| Date(s) | Nature of Financial Interest/Transaction | Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion) | Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name) |
|---|---|---|---|
| NONE | | | |

[1] *Form Revised May 24, 2006*

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and* in which such entity, during the preceding school year, you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please *write* "*None*."

| Entity Conducting Business with the School | Nature of Business Conducted | Approximate Value of the Business Conducted | Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest | Steps Taken to Avoid Conflict of Interest |
|---|---|---|---|---|
| NONE | | | | |

Beatriz Stanley Day
*Signature*

12/14/15
*Date*

# Board Member Bio

Name: Beatriz Gonzalez Day

Position Title: [redacted]

School(s) & Degree(s): Rutgers University – BS Accounting

I am a board member at Amber because:

I would be honored to be voted in as Amber's Board member as it would give me the opportunity to put to good use my modest skills and knowledge for our community. Schools are such an important piece of the foundations of our future adults; they are where our future leaders, social servants, environmentalists, etc. are educated, supported, and nurtured.

Previous Relevant Experience

CPA – Auditor manager for Amber Charter School through 2011
Board Member of Memorial Nursery School, Paterson, NJ
Experience working with and auditing Non for Profits

When I am not at Amber I ...

I work as the VP, Comptroller at [redacted] where we are changing the world one smile at a time by helping children with cleft and lip palate around the world.

During my free time I enjoy spending time with my family and friends and travel as much and as often as possible.

Twitter Handle: _____

Follow us @AmberCharter

"Like Us" on Facebook facebook.com/AmberCharterSchool

Please fill out and email completed form with a head shot of yourself to Mayreni Arias at [redacted]

## 15. District and School Relations

### a. Relationship Strategies

Provide strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges.

While we believe that the autonomy and accountability of being a charter school will be a key enabler of our school's success, we also believe that every child in our community deserves an excellent education and sincerely hope that the district schools in our community will soon achieve greater results for students than they currently do. We also believe that we are all partners in the broader mission to give every child a high-quality education, and we intend to be good neighbors and act both as listeners and as a resource to the DOE schools in our district as well as to the other nearby charter schools. The "Amber Way" includes developing a sense of community, responsibility and respect, within and across our school buildings and also in the neighborhoods we serve. This translates to developing and maintaining productive, collegial relationships with other educators in CSD 6

As noted earlier in this application, Amber Charter School III is seeking a private facility, not shared space in a DOE school building. Therefore, we aim to help to alleviate the overcrowding in our community's schools, rather than add to it or create a strain of under-enrollment.

Charter schools in the community have been supportive of our efforts to open a new middle school option, citing the sizes of their waiting lists and the needs they see in the community. We have established relationships with multiple charter leaders, including Christina Reyes from Inwood Academy of Leadership and others, and they have reinforced for us that the student population in the community is large enough to sustain more charter elementary and middle school seats.

Also described previously (**R-01ac**), Amber Charter Schools Executive Director, Vasthi Acosta, current board chair Soledad Hiciano and founding board chair, Luis Miranda, Jr. have all been committed personally and professionally to this community for decades. They intend to leverage existing relationships and partnerships, individually and collectively, with the broader goal of educational improvements for all CSD 6 children and families.

We recognize the hard work that adults do in each of these schools and our shared mission to provide a high-quality education to every child in our community. We are committed to learning from the successes of these schools and sharing the successful practices of our school if they can be helpful to adults educating children anywhere in our community. We will proactively seek to share best practices in our instructional program, and we hope that other schools in our community might embrace these collaborative opportunities.

We plan to engage in the local educational community in the following ways:

- We will participate in community events along with other local schools, like street fairs, celebrations and performances. This joint participation will help us to build relationships and reinforce that we are all engaged in work for the youth of our community.
- We will invite staff from other schools to Amber Charter School III and extend this to Amber Charter School East Harlem and Kingsbridge should there be a practice or learning opportunity for leaders and teachers from other schools. For example, we may invite staff from area schools to join professional development meetings that focus on certain instructional content or approaches, or that involve the analysis of and planning with academic performance data.

- We will maintain an open-door policy for other educators and aim to take advantage of any such policies in other local schools. We strongly believe in growth through observation and feedback. We will invite teachers from other local schools to observe our classrooms, and we will ask area leaders willing to reciprocate and share their own practices.
- We will backfill students in kindergarten and 1st grade, as well as in 5th and 6th grade. We are a public school, and we intend to embrace students just starting their educational journey and those who desire an alternative beginning in their middle school years.

### b. School Partnerships

Provide a description of low-performing schools in the area where the proposed charter school intends to be located and explain how the charter school might partner with those schools to share best practices and innovations.

Please find a comprehensive description of low-performing schools in CSD 6 in **R-01abc**. We initially intend to prioritize developing partnerships with K-8 schools (listed below), as we know we have things to learn from as well as share with them. Dr. Acosta has already outreached to Evelyn Linares, the principal of the 21st Century Academy for Community Leadership (PS/IS 210, the New Visions school she co-founded), as they have known each other for 3 decades. PS/IS 187 Hudson Cliffs and Washington Heights Academy are both of particular interest, given their stronger than average performance on the NYS ELA assessments and their large enrollments. We are also eager to build collegial and supportive relationships with K-5 schools and seek to prioritize those in close proximity to our facility, with leaders Dr. Acosta or Ms. Hiciano knows, and are in need of/express an interest in learning and improvement effort. We may also explore participating in the NYC DOE Charter/District Partnership Program, which facilitates cross-school best practice sharing and cycles of learning and improvement throughout the school year.

| Name | Grades Served | 2018 ELA | 2018 Math | 2017/2018 Enrollment | Over-utilization |
|---|---|---|---|---|---|
| PS/IS 210 21st Century Academy | K-8 | 46% | 47% | 453/433 | 128% |
| Amistad Dual Language School | K-8 | 50% | 37% | 423/396 | 128% |
| PS 18 Park Terrace | K-8 | 26% | 27% | 362/362 | 109% |
| Washington Heights Academy | K-8 | 70% | 67% | 563/514 | 124% |
| Paula Hedbavny School | K-8 | 55% | 51% | 551/550 | 139% |
| PS/IS 187 Hudson Cliffs | K-8 | 63% | 54% | 807/804 | 149% |

**16. Facility**

**a. Facility Needs**

Describe the facility needs of the proposed school for each year of the charter period including any unique features necessary to implement the school design and academic program including:
• The desired location of the school facility;
• The number of general education classrooms required each year;
• Any additional classroom space required for special education or ELL services, labs, specialty classes, and intervention or enrichment programs;
• Space requirements for administrative functions, food services, a nurse's office, and physical education; and,
• If the applicants intend to offer a residence program for students, describe the facility requirements to support this program, overnight staffing, and include specific and detailed information regarding the number of residence rooms, configuration, restrooms, food service, and other facility-related needs.

Amber Charter Schools intends to locate Amber Charter School III (K-8) in CSD 6, in Washington Heights or Inwood.

At full capacity Amber Charter School III will require:

- 30 general education classrooms
- 6 specials classrooms
- 1 science lab
- 1 special education/intervention suite
- 1 nursing office
- 6 administrative offices
- 1 front office/reception
- 1 cafeteria
- 1 gym
- 1 kitchen
- 8 restrooms (boys and girls)
- 4 adult restrooms
- Playground or proximity to parks

b. Facility Selection

Describe the efforts to date to secure a facility for the school including:
• If the applicants have identified a facility, a description of the facility and how it meets the school's needs including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use;
• How the proposed facility will be able to meet NYSED (outside of NYC), or New York City Department of Buildings School Use (sometimes denoted as use "G"), and state sanitary specifications by commencement of the first year of operation;
• If another organization is assisting the applicants in obtaining facilities, provide information about such organization;
• If the applicants have not identified a facility, explain the plans for securing a suitable facility and preparing it for use by the time the school would open (including assuring that it meets specifications). Also, explain any contingency planning including the associated costs;
• If an applicant seeks to be located in any public school facility as a primary option, he or she must clearly state these plans and indicate that a facility has not been located unless all necessary governmental approvals for the facility have been obtained;

• If co-located space is the primary facility plan and the budget template has been completed under that assumption, but the applicant would also investigate other options, discuss the alternative plans in a narrative. If the Institute deems it necessary, a budget reflecting the secondary assumptions may be requested; and,
• If another organization is assisting the applicants in obtaining facilities, provide information about such organization.

Amber Charter Schools has performed a comprehensive search for a facility in the community that would meet the needs of the students, staff and families, and has identified a potential site for Amber Charter School III.

Amber Charter Schools has begun negotiations with [redacted] for a 35-year lease of an existing high school located at 532 West 215th Street. The facility is a 68,000 square foot building that currently houses [redacted]. Amber has retained [redacted], a real estate management consulting firm, and seeks to complete lease negotiations by March 2019.

The school is nestled in a residential neighborhood flanked by parks and athletic facilities owned by Columbia University. The school is within walking distance of the 1 and A subway trains and the 7, 20 and 100 public bus options. Amber Charter Schools has a well-established partnership with Columbia University and anticipates leveraging this relationship on behalf of Amber Charter School III students so that they may access nearby athletic fields, which are nearby. Below are images of the proposed building:

Amber Charter School East Harlem has been located in a private facility since inception; therefore, the [redacted] had considerable experience with facility management, renovation and financing. Recently, Amber Charter Schools negotiated a 35-year lease with [redacted] for the Amber Kingsbridge building, which is a 31,000 square foot facility that will house over 400 students.

Because the facility at 532 West 215th Street is already a functioning school, Amber Charter Schools anticipates that the renovation costs will not exceed $6,000,000.00. However, this figure will be confirmed once the selected architect ([redacted]) completes a test fit and its cost estimator completes a trade by trade analysis. It intends to commence modest renovations in July 1, 2019, to be ready to occupy the space a year later on July 1, 2020.

Amber Charter Schools, with its solid financials and equity contribution, is confident that it will be able to finance this modest renovation. The [redacted] has an established relationship with [redacted], a well-known community development finance institution, as it currently holds a small mortgage for Amber Charter School East Harlem, at 220 East 106th Street. Leaders from [redacted] have indicated that the organization is ready, willing and able to assist Amber Charter Schools in future construction projects. The [redacted] is also currently working with [redacted] to complete its initial application for facilities funding.

As expected, further negotiations with these entities will be pursued once this charter is approved. Amber Charter Schools will move forward quickly to negotiate an agreement for the site that provides the best value and long-term capacity. Once an agreement is finalized, the [redacted] will establish a detailed action plan to ready the site for opening, including renovations, installation of food service equipment, and testing of safety equipment. Amber Charter Schools understands that it must obtain final site approval from its authorizer before students may attend the school.

**c. Facility Related Conflicts of Interest**

If the charter school education corporation or its CMO or partner organization would own or lease a facility, provide a description of the ownership or lease arrangement indicating specifically any potential conflicts of interest and arrangements by which the education corporation would manage or avoid such conflicts. Note that in cases where there is a potential conflict, the Institute will likely require a fair market valuation of the cost of the facility supported by independent appraisers. Additionally, no education corporation trustee may have an ownership interest in a facility.

d. Additional Facility Information

Provide Information such as blueprints, maps, certified estimates, etc., as well as documentation of any commitment (e.g., a deposit, written assurance, lease, etc.) to use a particular facility, as part of this response.

NOTE: If a facility has already been identified, include certification from an architect that the proposed facility can meet NYSED or NYC specifications, as applicable, by the date the school would commence instruction, and that he cost of bringing the facility into compliance with the specifications. These costs must be accounted for in the proposed start-up budget.

As Amber Charter Schools enters a lease for this or any other facility, it will conduct due diligence during the negotiation phase to ensure no conflicts of interest exist. Any trustee that is identified as having any conflicting connection to the facility owner or manager will recuse him or herself from any board deliberations regarding the facility. No Amber Charter Schools trustees or employees will have an ownership interest in the school facility or any interest in a for-profit lease or financing arrangement. Amber Charter Schools will require full disclosure from real estate brokers, agents, lessees, and owners of any potential facilities. If there is a conflict of interest regarding a facility agreement, Amber Charter Schools will obtain a fair market valuation of the facility lease or price from an independent appraiser familiar with the real estate market in that geographic area.

**16. Facility**

**d. Additional Facility Information**

Provide Information such as blueprints, maps, certified estimates, etc., as well as documentation of any commitment (e.g., a deposit, written assurance, lease, etc.) to use a particular facility, as part of this response.

NOTE: If a facility has already been identified, include certification from an architect that the proposed facility can meet NYSED or NYC specifications, as applicable, by the date the school would commence instruction, and that he cost of bringing the facility into compliance with the specifications. These costs must be accounted for in the proposed start-up budget.

Not applicable at this time.

## 17. Food Services

Describe the plans for food services the charter school will provide.

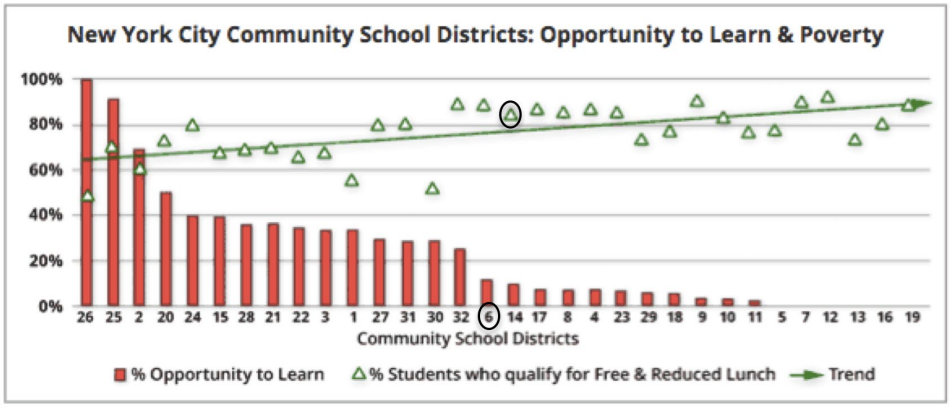
Amber Charter School III intends to contract with [redacted] a New York City-based healthy school meal provider, to offer daily breakfast, lunch and snack to all students.

Meals will be in compliance with New York City Department of Education and National School Lunch program regulations. Students may elect to bring their own lunch and not partake in the school lunch program on any given day.

Amber Charter School III will participate in the Federal School Breakfast Program and National School Lunch Program. According to an April 2012 Schott Foundation Report[2] entitled, "A Rotting Apple: Education Redlining in New York," CSD 6 students who are eligible for free and reduced lunch hover around 85%; therefore, we expect that the majority of our students will be eligible to receive free or reduced-price meals. [redacted] offers food programs at or below the Federal reimbursement rate. To ensure compliance with the School Breakfast Program and the National School Lunch program and to ensure proper reimbursement from the Federal government for meals received by students eligible for free- or reduced-priced lunch, Amber Charter School III will work with families to complete the online School Meals Application to establish eligibility for free and reduced-price meals. The school will make computers available and provide assistance to ensure every student's eligibility is documented.

Amber Charter School III will discreetly track school breakfast and lunch meals eaten by children on a daily basis. This information will also allow Amber Charter School III to bill parents or guardians of children not eligible for free lunch for the cost of school lunches received by their children as dictated by federal guidelines. If warranted by a sufficiently high proportion of low-income students, we will explore participation in the universal lunch program, which allows all students to eat free of charge.

All students, however, will be provided with a free school breakfast whether or not they are eligible to receive free meals. No families will be billed for breakfast served to their children. Per federal regulations, any student with a disability that restricts his/her diet will be served meals at no extra charge.




[1] https://www.revolutionfoods.com

[2] http://schottfoundation.org/publications-reports/education-redlining (including table)

## 18. Health Services

Describe the plans for health services the charter school will provide including provision for a school nurse, medical space and equipment, immunizations records checks, medication to students within applicable law.

**Staffing**: Amber Charter School III will work with the NYC Department of Education and the NYC Department of Health to provide a school nurse to maintain students' records and supervise the disbursement of medication and the treatment of students who are ill or injured. This, and the other two schools in the Amber Charter School Education Corporation will not share any health staff.

The nurse will be responsible for all record keeping and correspondence related to these responsibilities. The school will maintain on-site Automated External Defibrillator (AED) equipment and at least two staff members will be trained in use of the AED equipment and cardiopulmonary resuscitation (CPR). Vision and hearing screenings will be coordinated with the Department of Health and Mental Hygiene.

**Health Records**: Cumulative health records will be stored in locked filing cabinets accessible only by authorized staff members. These records will include proof of immunization and authorization for administration of medication. All visits to the nurse, including reason and treatment, will be documented in each child's file.

**Immunizations**: The school will ensure that all new students adhere to New York State requirements for immunization before they attend. All supporting documentation will be copied and placed in the students' cumulative health record and all updated information will be entered into ATS.

Parents or guardians must provide documentation that their child has received all required doses of vaccines or at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Required immunizations include:

- Diphtheria
- Tetanus
- Pertussis (DTaP, DTP, Tdap: 3 doses)
- Polio (IPV, OPV: 3 doses)
- Measles/Mumps/Rubella (MMR: 2 doses of measles containing vaccine and 1 dose each of mumps and rubella)
- Hepatitis B (3 doses)
- Varicella (1 dose)

Parents or guardians may waive immunization in accordance with Public Health Law and exemptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs contrary to such immunizations.

**Medications**: Amber II will implement strict policies and procedures regarding the safe and secure administration of medication, which will be communicated clearly to parents and staff. The school will only administer medication that is necessary to maintain students in school and which must be given during school hours. Prescribed medication that requires administration through a subcutaneous, intramuscular, intravenous or rectal route; or prescribed medications being administered through pumps, tubes or nebulizers; or oral, topical or inhalant medication needed by non-self-directed students will be given only by the nurse or licensed practical nurses under the direction of the nurse. The nurse may designate other staff to assist self-directed students taking their own oral, topical, and inhalant

medication and will provide the training and supervision necessary to perform these tasks in a safe and effective manner.

The school will require in writing both orders from a licensed prescriber and permission from parents/guardians to administer medication. All medications, including nonprescription over the counter (OTC) drugs, must be prescribed by a licensed prescriber on an individual basis. Written orders for prescription and nonprescription OTC medications shall include:

- student's name and date of birth
- name of medication
- dosage and route of administration
- frequency and time of administration
- conditions under which medication should be administered
- date written
- prescriber's name, title, and signature
- prescriber's phone number

The school may request additional information, such as self-administration orders or potential adverse reactions. Medication orders must be renewed annually or when there is a change in medication or dosage.

Prescription medication must be delivered to the school in the original container with an appropriate label including student name; name and phone number of pharmacy; licensed prescriber's name; date and number of refills; name of medication/dosage; frequency of administration; and route of administration. Similarly, OTC medication and drug samples must be in the original manufacturer's container/package. Medications will not be transported daily to and from school; parents will be expected to provide an adequate supply to remain at the school, which will provide locked storage, including refrigeration if required, within a secure health office. If students chronically fail to come for medications, the school nurse will contact the parent to address the problem. The licensed prescriber will be also informed so that the medication protocol can be reviewed, and possible adjustments made, e.g., home administration, extended release medication. Students may carry and self-administer prescribed medication under circumstances meeting the following conditions: demonstrated need, particularly as it relates to asthma or allergies; written prescriber's orders and request by parents/guardians; and student receives effective instruction and demonstrates adequate level of responsibility.

**19. Transportation**

Describe the transportation arrangements for students including arrangements for students who would not qualify for public school transportation under Education Law § 3635. Also describe any supplemental transportation arrangements planned with sending school districts. Include a discussion of any transportation for Saturday school, test preparation, or any transportation that does not align with district options.

Amber Charter School III has decided against participating in bus services to ensure a high level of safety and create the authentic culture of a community-connected school. Many school leaders the founders have spoken with have shared experiences that reflect safety challenges in this realm, which mirrors the experiences at Amber Charter School East Harlem and Kingsbridge. There is no guarantee that our young students would not be sharing the school bus with much older children from neighboring public schools, and if parents and caretakers do not meet the child at the bus drop off site, bus drivers have, on occasion, allowed young children to leave the bus without confirmed adult supervision, or returned students back to the school, where adult supervision is likely but not guaranteed. In addition, having parents pick up their children from school at the end of the school day will reinforced the parent/school connection as teachers will have ample opportunities to connect and communicate with families of their students. The home-school connection is an important principle of our school model.

in addition, learning from Amber's experience at Kingsbridge, where school buses create a severe traffic jam every morning and afternoon, Amber Charter School III will not do the same in front of the school building. This street is very narrow and on a steep hill which would be worse for parked school buses.

Amber Charter School III is intending to site the school in a location that is accessible to public transportation. Eligibility for half-fare or full-fare student MetroCards is determined by and provided by the NYCDOE Office of Pupil Transportation (OPT). Amber Charter School III will submit Transportation Request Forms and use ATS or NIPSIS to supply the NYCDOE with the necessary information about its students. The NYCDOE OPT will then determine the eligibility for MetroCards for our students. This eligibility is based on age and distance from the school facility, in accordance with the Chancellor's regulations (Regulation A-801). Amber Charter School III will not guarantee parents that a child will have half-fare or full-fare student MetroCards until such service eligibility has been confirmed by OPT.

The school's Director of Operations will be responsible for coordinating transportation, including submission of required eligibility forms, working with the Operations Associate to contact students' families to inform them of their child's eligibility and ensuring students receive their MetroCards.

With regard to the days that Amber Charter School III is in session and the regular NYCDOE public schools are not in session, transportation is, like any other day, the responsibility of the child's parents. Parents of children who use student MetroCards to get to and from school are able to use those same student MetroCards on these days.

Parents or other authorized caretakers whose children do not quality for half or full-fare MetroCards will be expected to drop off students in the morning and pick them up at the end of the school day, bearing the transportation cost of traveling with their child(ren).

Special education students often have different eligibility for transportation as well. Their eligibility is dictated by their IEP. Transportation for special education students will be provided in accordance with all applicable State and Federal laws. Amber Charter School III students with disabilities will receive

transportation services for which they are eligible under Education Law § 2853(4)(b) and § 3635. If a student is not eligible for transportation services, transportation becomes the responsibility of the child's parents.

## 20. Insurance

Describe the insurance coverage the charter school education corporation will carry for the school including the name of the insured and amounts of insurance for liability, property loss, and personal injury and any school owned or leased vehicles or other property. Please include the costs for annual premiums in the proposal budget(s).

**Carrier Name: Philadelphia Indemnity Insurance Company**

| **Educator Protection Plus** | |
|---|---|
| **Included Coverage** | **Limit/Aggregate Limit** |
| Professional Educators Legal Liability | $2,000,000/ $2,000,000 |
| Defense Reimbursement | $100,000/ $300,000 |
| | |
| **General Liability** | |
| Each Occurrence Limit | $1,000,000 |
| Personal and Advertising Injury Limit | $1,000,000 |
| General Aggregate Limit | $3,000,000 |
| Products/Completed Operations Aggregate Limit | $3,000,000 |
| Rented to You Limit | $100,000 |
| Medical Expense Limit | $5,000 |
| | |
| **Employee Benefits Liability Claims Made** | **$**1,000,000/ $3,000,000 |
| | |
| **Sexual/Physical Abuse or Molestation Occurrence** | **$**1,000,000/ $3,000,000 |
| | |
| **Property** | |
| Building | $7,600,000 |
| Business Personal Property | $803,000 |
| Business Income | $5,840,415 |
| | |
| **Auto Coverage** | |
| Hire Car Liability Limit | $1,000 |
| **Hired Car Physical Damage** | |
| OTC Deductible | $50 |
| Collision Deductible | $100 |
| **Non-Owned** | |
| Liability Limit | $1,000 |
| | |
| **Commercial Crime Coverage** | |
| Employee Theft | $1,000,000 |
| Forgery or Alteration | $500,000 |
| Inside Premises-Theft of M&S | $50,000 |
| Outside The Premises | $50,000 |
| Computer Fraud | $100,000 |
| Money Orders/Counterfeit Papers | $100,000 |

## 21. Fiscal Soundness

### a. Budget Narrative

Discuss in narrative form how the start-up budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that sufficient start-up funds would be available to the proposed school. Provide the rationale for, or source of, the assumptions upon which the budgets rest, noting specifically which expenses rely on funding from soft money and when the funding for these expenses will transfer to recurring revenue streams, and explain how the budgets support the implementation of the academic program described in the proposal.
Please note that schools that include at-risk designations, "preferences," or set-asides in their admissions policies (with the exception of one extra weight in the lottery) may not be eligible for federal CSP grant funding.

Amber Charter School III's budget reflect a bottoms up analysis and approach to determining the required resources for achieving the educational goals and outcomes consistent with its focus on a rigorous yet inclusive education-oriented institution. Amber Charter Schools has then applied the financial expertise of key board members as well as the experiences learned as an operator for almost two decades to overlay teaching and operational systems and methodologies necessary to deliver a superior education in a cost efficient yet impactful way.

**Start-Up Budget, First Year and Five Year Operational Budget and Cash Flows**

**Revenue**

Amber Charter School III has created a model that yields a sustainable institution providing superior outcomes that requires very modest fundraising outside of public reimbursement.

The startup budget, the first-year budget and each year of the 5-year budget are all developed to be cash flow positive utilizing primarily public monies. The pre-opening budget revenue assumes $211,624 in Charter School Program (CSP) grant income, and a one-time contribution of $200,000 from Amber Schools Foundation in the pre-opening year and no private fundraising income thereafter. Any fundraising efforts occur at Amber Foundation level, which typically involve members of the Amber Charter Schools EdCorp board of trustees.

***Per Pupil Income:***

With student to teacher ratios of approximately 25 to 1 and with 4 classes or sections each in kindergarten, first, fifth and sixth grades, Amber Charter Schools believes local needs and demand make an initial total student body of 400 highly achievable for its first year of operation. Given the expertise associated with both existing Amber Charter Schools and demographics and local demand for the targeted district, an expansion each subsequent year, inclusive of elementary and middle grades, (adding 210 in year 2, 198 in year 3, 100 in year 4 and 21 in year 5) will also be attainable. Amber Charter Schools III's budget assumes a per-pupil funding of $15,307 for its first year of operations and only a slight annual increase of 1.5% thereafter for its five-year budget.

***Other State and Federal Grants:***

The budget reflects expected income from IDEA, Title funds and the School Lunch Program.

We expect to receive Charter School Program funding totaling $550,000, though Amber believes the replicating school will be eligible for additional funds based on both the underserved student populations priority and the authorizer program design priority.

We expect to receive NYS lease assistance income each year, ranging between $1,034,285 to $2,583,346.

Revenue estimates for other government sources, such as state and federal funds for special education, Title I, etc. are reflected as increasing with student enrollment.

DYCD grant: We anticipate receiving a grant of $239,000 from the NYC Department of Youth and Community Services in Year 1.

***Other Revenue***

The budget includes anticipated reimbursement monies from ERate.

We do not intend to collect payments directly from students who do not qualify for free and reduced-price lunch. It has been our experience that, given the population we have been and expect to serve, this number (and generated revenue) is quite small, and the monies are generally difficult and time-consuming to collect.

Although Amber Charter Schools are committed to serving students identified with disabilities and will do so in this new community as well, we do not expect to receive additional per pupil special education income for the services we provide, as related services and SETSS do not typically qualify for funding above the 60% reimbursement level.

***Plans for Shortfalls - Cash Flows***

Under its detailed start up, first year and five-year operating budgets, Amber Charter School III projects it will be cash flow positive. In the unlikely event that additional funding is required, Amber Charter School III has the support of the Amber Charter Schools EdCorp and a willingness from its supporters to assist in the meeting of any shortfalls.

**Expenses**

The expenses incorporated in the Amber Charter Schools III budget are conservative. Detailed, line-by-line assumptions for all expenses can be found in the Budget Template.

In the pre-operating year, a majority of the costs are for planning and hiring. Although the Shared Services Team will be supporting the Principal and Director of Operations, these efforts will not generate any expense for the school in the pre-opening year. In addition, funds are budgeted for staff and student recruitment for the new school.

Expenses reflected in the 1 and 5-year budgets represent both market-based estimates of personnel and operating costs and the expertise of Amber Charter Schools in operating a school that, although increased in student enrollment and grades, has otherwise substantially similar student demographics, operating systems and educational philosophy.

All of the school's budgets assume that all of the costs of occupancy as a stand-alone facility will be born by Amber Charter School III.

**Year 1 Budget**:

**Revenue**: $8,421,232. Opening with 400 students in kindergarten, 1st, 5th and 6th grade generates $6,214,642 in per pupil revenue. The budget also assumes state and/or federal revenue for students with disabilities and low-income students. A one-time DYCD grant is also included in Year 1 revenue. The school also expects reimbursement for technology infrastructure through E-rate. Finally, Amber Charter School III expects to use the final portion of its CSP grant in Year 1.

**Expenditures**: $ 7,215,024.

- **Personnel**: $4,624,094. This reflects salaries and benefits for 48.8 FTE.
- **Contracted Services**: $1,200,777. This reflects $751,461 for Amber Charter Schools Shared Services Team support, as well as food, payroll and special education services and professional development consultants and trainers.
- **School Operations**: $752,648. The operations budget allocates $117,369 for curriculum materials, $126,409 for equipment and furniture and $123,866 for technology. Investments in classroom materials, office expenses and staff professional development and recruitment are also reflected in this category.
- **Facility**: $1,311,142. Rent is estimated at $1,034,285 for the first operational year. The school will also pay insurance and utilities.
- **Dissolution and Contingency**: The dissolution and contingency amount of $79,011 reflects the $75,000 that is required, with an additional 1% of the operation budget as a cushion.

**Five Year Budget**

Amber Charter School III projects a balanced budget each year of the charter term and a growing surplus reaching $1,613,855 by Year 5, which the school intends to use for capital projects.

**Revenue**:

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|
| $8,421,232 | $12,144,133 | $16,211,093 | $18,510,876 | $19,231,515 |

The majority of revenue will continue to be per pupil funding based on a growing enrollment, assuming some attrition. The school anticipates using the remainder of its CSP funds in Year 1, though a portion may be rolled over to Year 2. Other state and federal funds are a function of enrollment with assumptions of student characteristics remaining constant across the five years. E-rate reimbursement is assumed to be 80% for technology infrastructure in Year 2, but 50% in subsequent years.

**Expenditures**:

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| $ 7,215,024 | $11,992,425 | $15,405,727 | $16,951,500 | $17,617,661 |

- **Personnel**: The Amber Charter School III staff grows from 48.8 FTE in year 1 to 95.4 in year 5. Both instructional and operational staff at the school increases commensurate with the growth in enrollment. **Contracted Services**: Amber Charter Schools Shared Services Team costs reflect the majority of contracted services, totaling $2,501,613 by year 5. As the number of staff members and students increase, expenses for payroll, special education and professional development consultants also increase.
- **School Operations**: Most cost lines in this category increase slightly over 5 years. Furniture and technology investments are larger in early years and decrease in later years.
- **Facility**: The budget assumes a private lease that increases each year, with annual rent reaching $2,583,346 by year 5. The school will continue to invest in upgrades to the facility throughout the charter period. In addition, the school will continue to lease operations equipment, e.g., kitchen and office equipment.
- **Dissolution and Contingency**: In addition to the $79.011 in year 1, the school will also add $25,000, plus 1% of the operating budget, in years 2 and 3.

**b. Financial Planning**

Explain the process the school will use to develop its annual budget including:
• Who will be involved;
• How needs will be identified and weighed;
• The timeline for creating and approving budgets; and,
• Procedures for monitoring and modifying budgets and on what interval.
included in Appendix B: Assurances Regarding the Provision of Fiscal Audits and Dissolution.

Amber Charter Schools will create individual budgets for each school that include shared costs and the sum of which will be the budget of the education corporation. These will be voted on by the Board as a package. The Amber Charter Schools Fiscal Policies and Procedures (which is included in its entirety in Response 24(b) – Supplemental Docs) outlines the annual budget process:

Key Budgeting Policies

- The school's goal is to operate pursuant to its long-range financial plan. The school creates realistic budgets that are monitored and adjusted when appropriate. Actual expenses should be equal to or less than actual revenue with no material exceptions.
- An annual budget, prepared by the organization, is reviewed and approved by the Finance Committee and the Board of Trustees prior to the start of the fiscal year.
- The budget process starts early and input from the Board Members, school administration and staff is solicited and considered in developing the budget.
- Budget variances are analyzed routinely, and material variances are discussed and addressed at the Board level including any necessary budget revisions.
- If there are significant material changes in the school's financial spending or revenue projections, the changes to the operating budget are reviewed by the Finance Committee and approved by the Board of Trustees at the half-year/third quarter meeting.

- The school's long-range fiscal plan is compared frequently to actual progress and adjusted to meet changing conditions.

**School Procedures to Implement these Policies**: Amber Charter School develops an annual budget and budget monitoring process and documents the process in writing. The table on the following page is a sample of the school's process. The budget team consists of the Board Chairman, Board Treasurer, Executive Director, Chief Financial Officer, Principals and other Staff/Board Members as deemed necessary.

| **FY July 1- June 30** | **Budget Development** |
|---|---|
| Timeline | Activities/ Steps |
| **Sept** | Strategic Planning – Annual Update of Strategic Budget |
| **January** | Define Budget Goals |
| **January** | Create Budget Assumptions |
| **February-March** | Assemble Supporting Information: Expenses: # of employees, positions, salaries, benefits, cost of leases, etc. Income: per-pupil allocation and other revenue expectations |
| **April** | Create/Update Budget Templates: Multi-page spreadsheet with worksheets for staff salaries and allocations, revenues & contracts, expenses by site/ grade level/or day vs after-school programs, admin expenses, full budget |
| **April-May** | Budget Expenses-- By Program/Site and Contract |
| **April-May** | Forecast Revenues--By Program Site and Contract |
| **April-May** | Finalize Draft Budget |
| **May** | Draft is presented and refined by management and board |
| **May- June** | Final Budget Adopted by Board of Trustees |

<u>Financial Monitoring</u>

The Board will monitor individual school budgets throughout the year, paying close attention to budget to actuals and cash flow projections. On a quarterly basis, after discussion with the Treasurer, the Chief Financial Officer will circulate the following information to the Board of Trustees one week(s) prior to the scheduled Board meeting:

- Statement of Financial Position
- Statement of Activities for the month to date and year to date
- Budget Comparison Report for the month to date and year to date, incorporating a variance analysis explaining variances in excess of 10% from the actual to the originally approved budget

- Updated cash flow model for the coming eighteen months, highlighting any periods of difficult cash flows

In addition to this package, the Executive Director provides a fundraising status update indicating the status of each school's fundraising efforts, open proposals, etc. Below is the timeline for the monitoring process.

| FY July 1- June 30 | Budget Monitoring |
|---|---|
| **Timeline** | **Activities/ Steps** |
| **July** | Budget Team Adopts Annual Monitoring Process/Schedule |
| **August** | First Monthly Report Prepared for Budget Team, Reviewed |
| **January** | Internal Accounting System Annual Review and Update |
| **October** | First Quarterly Package Prepared & Discussed by Board |
| **August-June** | Monthly Budget Monitoring |
| **January** | Semi-Annual Budget Package Prepared -- Based on 6 month actual |
| **February** | Budget Revisions Proposed |
| **Feb-March** | Year-End budget projections and revised budget prepared & discussed. |
| **March** | Revised Budget and Final Budget Package Prepared, Reviewed and Adopted by Board of Trustees |

### c. Fiscal Audits

Describe the school's plans for at least annual independent fiscal audits conducted by a certified public accountant or certified public accounting firm licensed in New York State. Please note that specific assurances as to fiscal audits are included in the attached Assurances Regarding the Provision of Fiscal Audits and Dissolution.

Amber Charter Schools, as an EdCorp, will arrange for and participate in a single audit. This mandate is in accordance with the Single Audit Act Amendments of 1996 and the Office of Management and Budget Circular A-133, Audits of States, Local Governments and Nonprofit Organizations. Single Audits performed under the A-133 Circular are slated to cover the entire operation of Amber Charter Schools or at a minimum, the departments and/or units that receive and expend federal financial assistance.

The purpose of the audit is threefold:

1. To determine if Amber Charter Schools financial statements accurately reflect its true financial position and picture of operations, in accordance with Generally Accepted Accounting Principles.

2. To determine if Amber Charter Schools has internal accounting and control systems that provide a reasonable assurance that it administers federal awards in compliance with relevant laws and regulations.
3. To determine if Amber Charter Schools is in compliance with the laws, regulations, and agreements that may have a material effect on its financial statements and each major federal assistance program, as defined in the Act and revised A-133 Circular.

The Chief Financial Officer is responsible for arranging for the performance of a required annual independent audit. Amber Charter Schools adheres to a policy of soliciting competitive bids for auditors once every five years. Following the selection of an appropriate bidder, Amber Charter Schools mandates receipt of an audit engagement letter to identify the services, terms, and delegation of roles and responsibilities of the school and the auditor. The Chief Financial Officer negotiates an audit timeline with the external auditor and coordinates with Amber Charter Schools staff who may be involved in the audit to schedule their roles in the audit.

Amber Charter Schools will be required to submit a copy of its completed audit reporting package along with a Data Collection Form to the Single Audit Clearinghouse. The clearinghouse will retain a copy of the report and issue copies of the report to all federal awarding agencies identified on the Data Collection Form. Amber Charter Schools staff must understand that the results from reviews of publicly funded programs have implications on the organization's ability to retain and secure funding. In accordance, Amber Charter Schools staff actively undertakes any corrective actions needed to resolve deficiencies or discrepancies uncovered by all A-133 audit findings.

Amber Charter Schools follows the guidelines for annual audits of the financial statements of charter schools as set forth by the New York State Department of Education. The school completes and sends copies of its audited financial statements to the State Board of Education and to SUNY by November 1st of each year, following the Guidelines for Audits of the Financial Statements of Charter Schools.

Audits will follow these procedures:

- An independent and licensed Certified Public Accountant or Public Accountant should perform the audit.
- The audits should be conducted in accordance with generally accepted auditing standards and Government Auditing Standards, issued by the Comptroller General of the United States.
- The financial statements should be prepared on the accrual basis of accounting in accordance with generally accepted accounting principles for Amber Charter School.
- All statements required by Financial Accounting Standards Board (FASB).
- Statement No. 117, Financial Statements of Amber Charter Schools, should be presented including a Statement of Financial Position, Statement of Activities and Statement of Cash Flows. Individual schedules are prepared for each school as well as the education corporation as a whole. Required note disclosures and others that are deemed appropriate should be included.
- The four main schedules contained in the annual audit (statement of financial position, activities, cash flow and functional expenses) are completed using the Institute's mandatory audit templates.
- A supplemental schedule of functional expenses, in a format consistent with the attached, should be included and subject to the auditing procedures applied in the audit of the general purpose financial statements. Such supplemental schedule is not a required part of the general purpose financial statements and should be included for the purposes of additional analysis.

- When applicable, the auditor should prepare and submit a management letter. A copy of the management letter should be submitted with the financial statements along with the school's corrective action plan to address any weaknesses identified in the report or the management letter.

**d. Dissolution Procedures**

Provide a brief narrative of the procedures that the school would follow, in addition to the SUNY Closure Plan, in the event of closure and dissolution. Please note that specific assurances as to dissolution are included in Appendix B: Assurances Regarding the Provision of Fiscal Audits and Dissolution.

When operating multiple schools, Amber Charter Schools will follow these procedures in the event of a single school closure:

The Executive Director will be responsible for managing the closure process and will work closely with the Amber Charter School III Principal and staff to ensure a smooth process.

Amber Charter School I and Amber Charter School II will identify any open seats and make them available to Amber Charter School III students, using a random lottery if more students are interested than seats available. The remaining students will be placed at the top of the school's waitlist in the order in which they were drawn.

Once all debt obligations are met, any remaining assets will be transferred to Amber Charter School I.

In addition, Amber Charter Schools dissolution process is:

Dissolution Process

In the event of the dissolution and closure of the school, the school will follow a clear process to ensure all students find suitable alternative schools, all debts are satisfied, and all records are secured and disseminated in a timely and efficient manner.

Should the school plan to close, either under its own volition or the direction of its authorizer, the Board of Trustees will adopt a closure plan and form a Dissolution Committee comprised of Board members to oversee the closure. This plan will be shared immediately with the authorizer and school leadership. The Board would expect to delegate to the school leader (initially the Principal and later the Executive Director when that position is filled) responsibility for managing the dissolution process; should the school leader be unavailable the Board will designate another school staff member to implement the closure plan.

The school will maintain the privacy of records and information that may personally identify students or staff members. The school will also convene one or more meetings for all parents and legal guardians to provide information on the closure plan and the options for enrolling in other schools. School staff will also work with students and their families to identify appropriate schools with programs best suited to meet individual students' needs and to assist the students in enrolling in such schools. Every effort will be made to facilitate the students' transitions in a manner that minimizes the disruption to students and their families.

After an employee termination date is established, the school will notify all employees of termination of employment and/or contracts and notify benefit providers of pending termination of all employees. The school will collect all school property from staff before the termination date and ensure it has accurate contact information for all staff members.

The assets of the school will first be used to satisfy the school's debts and all property that the school has leased, borrowed, or contracted for use will be returned.

The proposed school budget includes $75,000 for the cost of dissolution by setting aside $25,000 each year for the first three years of operation to cover costs in case of the school's dissolution.

Dissolution Timeline

Within 10 Days:
The School will send a current student roster to the SUNY Charter Schools Institute and each student's district of residence.
Board and school leadership will meet with authorizer to discuss the closure process and opportunities for student placement in alternative schools.
The Chief Financial Officer will contact all major vendors and partner organizations to inform them of the closure and arrange for services to be maintained until the end of the closure period.
The Executive Director, Chief Financial Officer and Board Treasurer will begin producing final financial statements through the closure and a preliminary process for identifying assets.
The Executive Director and Board Chair will notify all parents and guardians in writing of the school closure and the placement process.
School leaders will hold student meetings and share information about the school closure and the placement process.
The School will host information sessions for families and students about other school opportunities and assist student in the application process.
The School will post all official closure information on its website.

Within 20 Days:
The School staff will meet with each student and their parents/guardians to determine placement options.
The school will notify local public and private schools of the planned closure and placement needs of students.
The Chief Financial Officer will provide a status report to the Executive Director and Board Finance Committee regarding current vendors and services, including remaining balances and service discontinuation timeline.

Within 30 Days:
The School staff will continue to meet with each student and their parents until placement is determined.
The school will transfer students records to the schools in which students are subsequently enrolled. Parents of the enrolled students will be informed of the transfer of student records and will be provided a copy.
The Chief Financial Officer will provide a final report to the Executive Director and Board Finance Committee regarding current vendors and services, including remaining balances and service discontinuation timeline, and final list of assets.

After 30 Days:
The Board Finance Committee and remaining school staff will manage the closing of the financial records and resolution of outstanding obligations.
Upon closure of financial records, the audit firm will complete a final audit and report to the Board of Trustees, which is furnished to the authorizer.

SUNY Charter Schools Institute
The State University of New York

# GENERAL INSTRUCTIONS FOR 2019 NEW SCHOOL PROPOSAL

## TAB COLORS

**1- GRAY tabs contain the Instructions and the Funding by Districts Table.**

| | |
|---|---|
| Instructions | - Provides description of tabs and input requirements. |
| Funding by District | - Reference table with Per Pupil Revenue for current year. |

**2- BLUE tabs require input of information.**

| | |
|---|---|
| 1) School Information | - Enter school name, contact information and planned dates for proposed budgets. |
| 2) Enrollment Chart | - Enter enrollment information on this tab to be automatically populated throughout workbook. |
| 3) Staffing Plan | - Enter staffing plan information on this tab to be automatically populated throughout workbook. |
| 4) Pre-Opening Period Budget | - Enter "description of assumptions" for the Pre-Opening Budget on this tab only; the numbers are automatically populated using input from tab 5 or tab 6. |
| 5) Pre-OP Cash Flow 6-Month | - Enter Pre-Opening Cash Flow information on this tab only if opening in the year following the application submission with a 6-month preopening period. |
| 6) Pre-OP Cash Flow 1-Year | - Enter Pre-Opening Cash Flow information on this tab only if opening in the second year following the application submission with a 1-year preopening period. |
| 7) Year 1 Budget & Assumptions | - Enter Year-1 Budget information that includes Program and Support Services detail. |
| 8) Year 1 Cash Flow | - Enter Year-1 Budget information that includes monthly cashflow |
| 9) 5 YR Budget & Cash Flow Adj | - Enter Budget information for Years 2-5 including Per Pupil Rate |
| 10) Fiscal Impact | from which the majority of students are enrolled. |

## CELL COLORS & GUIDANCE COMMENTS

**= Enter information into the light BLUE shaded cells.**

= Cells labeled in ORANGE containe guidance regarding the input of information.

= Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Ver. 181107

## Charter Funding Alphabetical By NYS School District
## * (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

| District Code | School District Name | Final 2017-18 Basic Tuition* | Final 2018-19 Basic Tuition* |
|---|---|---|---|
| 570101 | ADDISON CSD | 12,263 | 12,480 |
| 410401 | ADIRONDACK CSD | 12,671 | 13,038 |
| 80101 | AFTON CSD | 14,800 | 15,288 |
| 142101 | AKRON CSD | 11,134 | 11,395 |
| 10100 | ALBANY CITY SD | 15,072 | 15,541 |
| 450101 | ALBION CSD | 11,580 | 11,734 |
| 140101 | ALDEN CSD | 10,862 | 11,106 |
| 180202 | ALEXANDER CSD | 12,335 | 13,021 |
| 220202 | ALEXANDRIA CSD | 13,100 | 13,268 |
| 20101 | ALFRED-ALMOND CSD | 11,628 | 12,119 |
| 40302 | ALLEGANY-LIMESTONE CSD | 11,362 | 11,350 |
| 460102 | ALTMAR-PARISH-WILLIAMSTOWN CSD | 12,463 | 12,735 |
| 580303 | AMAGANSETT UFSD | 58,648 | 61,891 |
| 140201 | AMHERST CSD | 11,721 | 12,003 |
| 580106 | AMITYVILLE UFSD | 18,777 | 19,104 |
| 270100 | AMSTERDAM CITY SD | 10,443 | 10,694 |
| 120102 | ANDES CSD | 22,107 | 22,538 |
| 20601 | ANDOVER CSD | 13,353 | 13,481 |
| 660405 | ARDSLEY UFSD | 21,471 | 22,360 |
| 640101 | ARGYLE CSD | 12,402 | 12,490 |
| 571901 | ARKPORT CSD | 10,680 | 11,022 |
| 131601 | ARLINGTON CSD | 12,469 | 12,797 |
| 670201 | ATTICA CSD | 10,552 | 10,914 |
| 50100 | AUBURN CITY SD | 11,495 | 11,759 |
| 90201 | AUSABLE VALLEY CSD | 14,185 | 14,483 |
| 491302 | AVERILL PARK CSD | 11,036 | 11,310 |
| 570201 | AVOCA CSD | 14,203 | 14,628 |
| 240101 | AVON CSD | 11,465 | 11,904 |
| 580101 | BABYLON UFSD | 17,928 | 18,331 |
| 80201 | BAINBRIDGE-GUILFORD CSD | 12,434 | 12,489 |
| 280210 | BALDWIN UFSD | 16,658 | 16,736 |
| 420901 | BALDWINSVILLE CSD | 11,722 | 12,223 |
| 521301 | BALLSTON SPA CSD | 12,797 | 13,219 |
| 401301 | BARKER CSD | 13,895 | 13,739 |
| 180300 | BATAVIA CITY SD | 13,293 | 13,534 |
| 570302 | BATH CSD | 10,780 | 10,916 |
| 580501 | BAY SHORE UFSD | 16,357 | 16,730 |
| 580505 | BAYPORT-BLUE POINT UFSD | 18,566 | 18,993 |
| 130200 | BEACON CITY SD | 12,093 | 12,392 |
| 231301 | BEAVER RIVER CSD | 10,873 | 11,422 |
| 660102 | BEDFORD CSD | 21,556 | 22,246 |
| 90301 | BEEKMANTOWN CSD | 12,708 | 12,962 |
| 20801 | BELFAST CSD | 12,619 | 12,754 |
| 220909 | BELLEVILLE HENDERSON CSD | 11,030 | 11,580 |
| 280207 | BELLMORE UFSD | 20,638 | 21,284 |
| 280253 | BELLMORE-MERRICK CENTRAL HS DISTRICT | 14,764 | 15,136 |
| 61001 | BEMUS POINT CSD | 12,810 | 13,198 |
| 490101 | BERLIN CSD | 13,890 | 14,158 |
| 10201 | BERNE-KNOX-WESTERLO CSD | 14,371 | 14,870 |
| 10306 | BETHLEHEM CSD | 13,513 | 13,713 |
| 280521 | BETHPAGE UFSD | 18,350 | 18,888 |
| 30200 | BINGHAMTON CITY SD | 11,220 | 11,413 |
| 661905 | BLIND BROOK-RYE UFSD | 21,318 | 21,651 |
| 22902 | BOLIVAR-RICHBURG CSD | 11,885 | 12,383 |
| 630101 | BOLTON CSD | 21,535 | 22,004 |
| 570401 | BRADFORD CSD | 14,266 | 14,560 |
| 510101 | BRASHER FALLS CSD | 11,172 | 11,580 |
| 580512 | BRENTWOOD UFSD | 14,483 | 15,007 |
| 480601 | BREWSTER CSD | 17,808 | 18,243 |

| | | | |
|---|---|---|---|
| 661402 | BRIARCLIFF MANOR UFSD | 23,861 | 24,030 |
| 580909 | BRIDGEHAMPTON UFSD | 54,045 | 57,471 |
| 260101 | BRIGHTON CSD | 13,448 | 13,931 |
| 171102 | BROADALBIN-PERTH CSD | 9,636 | 9,939 |
| 261801 | BROCKPORT CSD | 11,745 | 12,214 |
| 62301 | BROCTON CSD | 13,437 | 13,907 |
| 660303 | BRONXVILLE UFSD | 22,606 | 22,891 |
| 250109 | BROOKFIELD CSD | 12,171 | 12,473 |
| 580203 | BROOKHAVEN-COMSEWOGUE UFSD | 14,498 | 15,068 |
| 490202 | BRUNSWICK CSD (BRITTONKILL) | 11,501 | 11,918 |
| 161601 | BRUSHTON-MOIRA CSD | 12,409 | 12,693 |
| 140600 | BUFFALO CITY SD | 13,005 | 13,350 |
| 520101 | BURNT HILLS-BALLSTON LAKE CSD | 11,168 | 11,713 |
| 661201 | BYRAM HILLS CSD | 21,054 | 21,631 |
| 180701 | BYRON-BERGEN CSD | 12,347 | 12,615 |
| 190301 | CAIRO-DURHAM CSD | 11,345 | 11,398 |
| 240201 | CALEDONIA-MUMFORD CSD | 11,218 | 11,624 |
| 641610 | CAMBRIDGE CSD | 13,350 | 13,616 |
| 410601 | CAMDEN CSD | 11,655 | 12,110 |
| 570603 | CAMPBELL-SAVONA CSD | 11,531 | 11,923 |
| 270301 | CANAJOHARIE CSD | 11,845 | 12,286 |
| 430300 | CANANDAIGUA CITY SD | 11,828 | 12,275 |
| 21102 | CANASERAGA CSD | 13,329 | 13,617 |
| 250901 | CANASTOTA CSD | 10,837 | 11,440 |
| 600301 | CANDOR CSD | 12,287 | 12,704 |
| 571502 | CANISTEO-GREENWOOD CSD | 14,797 | 15,692 |
| 510201 | CANTON CSD | 12,252 | 12,648 |
| 280411 | CARLE PLACE UFSD | 21,187 | 21,462 |
| 480102 | CARMEL CSD | 16,409 | 16,783 |
| 222201 | CARTHAGE CSD | 8,972 | 8,572 |
| 60401 | CASSADAGA VALLEY CSD | 12,359 | 12,297 |
| 50401 | CATO-MERIDIAN CSD | 11,653 | 11,887 |
| 190401 | CATSKILL CSD | 15,130 | 15,386 |
| 42302 | CATTARAUGUS-LITTLE VALLEY CSD | 12,368 | 12,361 |
| 250201 | CAZENOVIA CSD | 11,613 | 11,755 |
| 580233 | CENTER MORICHES UFSD | 15,847 | 16,175 |
| 580513 | CENTRAL ISLIP UFSD | 20,614 | 21,888 |
| 460801 | CENTRAL SQUARE CSD | 10,571 | 10,872 |
| 212101 | CENTRAL VALLEY CSD AT ILION-MOHAWK | 10,253 | 10,294 |
| 661004 | CHAPPAQUA CSD | 20,041 | 20,336 |
| 120401 | CHARLOTTE VALLEY CSD | 11,907 | 12,319 |
| 160801 | CHATEAUGAY CSD | 11,879 | 12,254 |
| 101001 | CHATHAM CSD | 13,977 | 14,247 |
| 60503 | CHAUTAUQUA LAKE CSD | 15,457 | 15,820 |
| 90601 | CHAZY UFSD | 12,716 | 12,972 |
| 140701 | CHEEKTOWAGA CSD | 11,235 | 11,526 |
| 140702 | CHEEKTOWAGA-MARYVALE UFSD | 11,433 | 11,713 |
| 140709 | CHEEKTOWAGA-SLOAN UFSD | 12,946 | 12,952 |
| 30101 | CHENANGO FORKS CSD | 11,503 | 12,030 |
| 30701 | CHENANGO VALLEY CSD | 11,670 | 11,926 |
| 472202 | CHERRY VALLEY-SPRINGFIELD CSD | 13,674 | 13,993 |
| 440201 | CHESTER UFSD | 14,170 | 14,578 |
| 251601 | CHITTENANGO CSD | 11,983 | 12,159 |
| 261501 | CHURCHVILLE-CHILI CSD | 11,122 | 11,420 |
| 110101 | CINCINNATUS CSD | 13,691 | 14,051 |
| 140801 | CLARENCE CSD | 10,001 | 10,278 |
| 500101 | CLARKSTOWN CSD | 14,310 | 14,573 |
| 140703 | CLEVELAND HILL UFSD | 11,428 | 11,674 |
| 510401 | CLIFTON-FINE CSD | 18,107 | 18,337 |
| 411101 | CLINTON CSD | 12,529 | 12,623 |
| 650301 | CLYDE-SAVANNAH CSD | 14,326 | 14,886 |
| 60701 | CLYMER CSD | 15,425 | 15,883 |

| | | | |
|---|---|---|---|
| 541102 | COBLESKILL-RICHMONDVILLE CSD | 11,802 | 12,187 |
| 10500 | COHOES CITY SD | 12,791 | 13,170 |
| 580402 | COLD SPRING HARBOR CSD | 21,586 | 22,091 |
| 510501 | COLTON-PIERREPONT CSD | 19,381 | 19,804 |
| 580410 | COMMACK UFSD | 16,506 | 16,846 |
| 580507 | CONNETQUOT CSD | 16,947 | 17,428 |
| 471701 | COOPERSTOWN CSD | 12,917 | 13,214 |
| 230201 | COPENHAGEN CSD | 10,935 | 11,153 |
| 580105 | COPIAGUE UFSD | 15,861 | 16,229 |
| 520401 | CORINTH CSD | 11,919 | 12,024 |
| 571000 | CORNING CITY SD | 11,637 | 12,225 |
| 440301 | CORNWALL CSD | 12,262 | 12,686 |
| 110200 | CORTLAND CITY SD | 11,142 | 11,358 |
| 190501 | COXSACKIE-ATHENS CSD | 12,888 | 13,208 |
| 660202 | CROTON-HARMON UFSD | 16,733 | 17,089 |
| 150203 | CROWN POINT CSD | 16,175 | 16,816 |
| 22302 | CUBA-RUSHFORD CSD | 13,488 | 13,493 |
| 241101 | DALTON-NUNDA CSD (KESHEQUA) | 14,107 | 13,895 |
| 241001 | DANSVILLE CSD | 11,313 | 11,586 |
| 580107 | DEER PARK UFSD | 16,685 | 17,186 |
| 120501 | DELAWARE ACADEMY CSD AT DELHI | 14,930 | 15,384 |
| 140707 | DEPEW UFSD | 11,409 | 11,571 |
| 31301 | DEPOSIT CSD | 15,304 | 15,566 |
| 250301 | DERUYTER CSD | 14,069 | 14,253 |
| 660403 | DOBBS FERRY UFSD | 19,927 | 20,363 |
| 211003 | DOLGEVILLE CSD | 11,527 | 11,844 |
| 130502 | DOVER UFSD | 12,245 | 12,634 |
| 120301 | DOWNSVILLE CSD | 18,143 | 18,308 |
| 610301 | DRYDEN CSD | 12,012 | 12,682 |
| 530101 | DUANESBURG CSD | 10,234 | 10,068 |
| 680801 | DUNDEE CSD | 10,998 | 11,641 |
| 60800 | DUNKIRK CITY SD | 13,985 | 14,270 |
| 140301 | EAST AURORA UFSD | 11,205 | 11,660 |
| 430501 | EAST BLOOMFIELD CSD | 12,117 | 12,351 |
| 490301 | EAST GREENBUSH CSD | 12,659 | 12,974 |
| 580301 | EAST HAMPTON UFSD | 24,729 | 24,917 |
| 260801 | EAST IRONDEQUOIT CSD | 12,557 | 12,929 |
| 580503 | EAST ISLIP UFSD | 15,659 | 15,866 |
| 280203 | EAST MEADOW UFSD | 16,722 | 16,973 |
| 580234 | EAST MORICHES UFSD | 18,372 | 18,563 |
| 580917 | EAST QUOGUE UFSD | 23,116 | 23,527 |
| 500402 | EAST RAMAPO CSD (SPRING VALLEY) | 17,055 | 17,266 |
| 261313 | EAST ROCHESTER UFSD | 13,585 | 14,088 |
| 280219 | EAST ROCKAWAY UFSD | 19,383 | 19,583 |
| 420401 | EAST SYRACUSE-MINOA CSD | 14,674 | 14,871 |
| 280402 | EAST WILLISTON UFSD | 21,784 | 22,187 |
| 660301 | EASTCHESTER UFSD | 18,832 | 19,259 |
| 580912 | EASTPORT-SOUTH MANOR CSD | 14,276 | 14,629 |
| 141201 | EDEN CSD | 10,674 | 10,900 |
| 660406 | EDGEMONT UFSD | 18,814 | 19,250 |
| 520601 | EDINBURG COMMON SD | 21,896 | 22,487 |
| 470501 | EDMESTON CSD | 12,243 | 12,603 |
| 513102 | EDWARDS-KNOX CSD | 11,536 | 11,827 |
| 180901 | ELBA CSD | 12,423 | 12,736 |
| 590801 | ELDRED CSD | 14,570 | 15,023 |
| 150301 | ELIZABETHTOWN-LEWIS CSD | 14,358 | 14,605 |
| 622002 | ELLENVILLE CSD | 16,150 | 16,473 |
| 40901 | ELLICOTTVILLE CSD | 12,491 | 12,710 |
| 70600 | ELMIRA CITY SD | 12,012 | 12,238 |
| 70902 | ELMIRA HEIGHTS CSD | 11,136 | 11,295 |
| 280216 | ELMONT UFSD | 15,397 | 15,713 |
| 660409 | ELMSFORD UFSD | 23,211 | 23,794 |

| | | | |
|---|---|---|---|
| 580401 | ELWOOD UFSD | 15,773 | 16,118 |
| 141401 | EVANS-BRANT CSD (LAKE SHORE) | 12,618 | 12,810 |
| 420601 | FABIUS-POMPEY CSD | 13,479 | 13,720 |
| 261301 | FAIRPORT CSD | 11,647 | 12,033 |
| 61101 | FALCONER CSD | 10,522 | 10,777 |
| 590501 | FALLSBURG CSD | 20,402 | 21,059 |
| 280522 | FARMINGDALE UFSD | 17,831 | 18,311 |
| 421001 | FAYETTEVILLE-MANLIUS CSD | 11,653 | 12,111 |
| 22001 | FILLMORE CSD | 10,156 | 10,293 |
| 580514 | FIRE ISLAND UFSD | 108,303 | 112,278 |
| 581004 | FISHERS ISLAND UFSD | 43,471 | 41,950 |
| 280222 | FLORAL PARK-BELLEROSE UFSD | 15,937 | 16,272 |
| 442115 | FLORIDA UFSD | 15,007 | 15,340 |
| 270601 | FONDA-FULTONVILLE CSD | 12,108 | 12,106 |
| 61503 | FORESTVILLE CSD | 11,484 | 11,575 |
| 640502 | FORT ANN CSD | 14,847 | 14,835 |
| 640601 | FORT EDWARD UFSD | 12,493 | 12,900 |
| 270701 | FORT PLAIN CSD | 13,841 | 14,162 |
| 210402 | FRANKFORT-SCHUYLER CSD | 10,210 | 10,249 |
| 120701 | FRANKLIN CSD | 14,106 | 13,934 |
| 280217 | FRANKLIN SQUARE UFSD | 14,412 | 14,748 |
| 41101 | FRANKLINVILLE CSD | 12,351 | 12,328 |
| 62201 | FREDONIA CSD | 13,007 | 13,285 |
| 280209 | FREEPORT UFSD | 16,703 | 17,151 |
| 60301 | FREWSBURG CSD | 11,206 | 11,618 |
| 21601 | FRIENDSHIP CSD | 13,385 | 13,932 |
| 141604 | FRONTIER CSD | 9,759 | 10,208 |
| 460500 | FULTON CITY SD | 12,616 | 13,021 |
| 520701 | GALWAY CSD | 11,157 | 11,353 |
| 650902 | GANANDA CSD | 10,757 | 10,999 |
| 280218 | GARDEN CITY UFSD | 18,620 | 18,909 |
| 480404 | GARRISON UFSD | 22,713 | 23,138 |
| 260401 | GATES-CHILI CSD | 13,359 | 13,837 |
| 220401 | GENERAL BROWN CSD | 9,580 | 9,818 |
| 20702 | GENESEE VALLEY CSD | 12,013 | 12,355 |
| 240401 | GENESEO CSD | 13,257 | 13,726 |
| 430700 | GENEVA CITY SD | 13,688 | 14,179 |
| 81401 | GEORGETOWN-SOUTH OTSELIC CSD | 13,871 | 14,254 |
| 100902 | GERMANTOWN CSD | 15,614 | 16,004 |
| 470202 | GILBERTSVILLE-MOUNT UPTON CSD | 12,319 | 12,576 |
| 540801 | GILBOA-CONESVILLE CSD | 16,707 | 16,943 |
| 280100 | GLEN COVE CITY SD | 19,185 | 19,632 |
| 630300 | GLENS FALLS CITY SD | 12,469 | 12,753 |
| 630918 | GLENS FALLS COMN SD | 13,000 | 13,590 |
| 170500 | GLOVERSVILLE CITY SD | 10,865 | 11,063 |
| 430901 | GORHAM-MIDDLESEX CSD (MARCUS WHITMAN | 12,872 | 13,288 |
| 440601 | GOSHEN CSD | 13,773 | 14,252 |
| 511101 | GOUVERNEUR CSD | 11,255 | 11,480 |
| 42801 | GOWANDA CSD | 12,326 | 12,820 |
| 141501 | GRAND ISLAND CSD | 10,915 | 11,164 |
| 640701 | GRANVILLE CSD | 11,360 | 11,569 |
| 280407 | GREAT NECK UFSD | 23,468 | 23,954 |
| 260501 | GREECE CSD | 11,979 | 12,252 |
| 10701 | GREEN ISLAND UFSD | 13,662 | 13,773 |
| 660407 | GREENBURGH CSD | 23,343 | 23,686 |
| 80601 | GREENE CSD | 11,565 | 11,757 |
| 581010 | GREENPORT UFSD | 17,700 | 18,697 |
| 190701 | GREENVILLE CSD | 14,454 | 14,655 |
| 640801 | GREENWICH CSD | 13,131 | 13,310 |
| 442111 | GREENWOOD LAKE UFSD | 19,311 | 19,713 |
| 610501 | GROTON CSD | 11,406 | 11,317 |
| 10802 | GUILDERLAND CSD | 12,354 | 12,628 |

| | | | |
|---|---|---|---|
| 630801 | HADLEY-LUZERNE CSD | 14,745 | 15,207 |
| 480401 | HALDANE CSD | 17,487 | 16,786 |
| 580405 | HALF HOLLOW HILLS CSD | 15,896 | 16,249 |
| 141601 | HAMBURG CSD | 10,716 | 10,997 |
| 250701 | HAMILTON CSD | 13,897 | 14,154 |
| 511201 | HAMMOND CSD | 13,727 | 14,120 |
| 572901 | HAMMONDSPORT CSD | 15,766 | 16,037 |
| 580905 | HAMPTON BAYS UFSD | 17,093 | 17,666 |
| 120906 | HANCOCK CSD | 15,267 | 15,275 |
| 460701 | HANNIBAL CSD | 11,178 | 11,362 |
| 580406 | HARBORFIELDS CSD | 14,773 | 15,222 |
| 30501 | HARPURSVILLE CSD | 10,887 | 11,186 |
| 660501 | HARRISON CSD | 24,457 | 24,770 |
| 230301 | HARRISVILLE CSD | 13,372 | 13,899 |
| 641001 | HARTFORD CSD | 13,205 | 13,433 |
| 660404 | HASTINGS-ON-HUDSON UFSD | 20,404 | 20,896 |
| 580506 | HAUPPAUGE UFSD | 17,435 | 18,000 |
| 500201 | HAVERSTRAW-STONY POINT CSD (NORTH RO | 18,121 | 18,221 |
| 280201 | HEMPSTEAD UFSD | 18,702 | 19,452 |
| 660203 | HENDRICK HUDSON CSD | 19,174 | 19,498 |
| 210601 | HERKIMER CSD | 10,525 | 10,764 |
| 511301 | HERMON-DEKALB CSD | 13,646 | 13,858 |
| 280409 | HERRICKS UFSD | 18,029 | 18,431 |
| 512404 | HEUVELTON CSD | 11,704 | 12,132 |
| 280214 | HEWLETT-WOODMERE UFSD | 23,408 | 23,839 |
| 280517 | HICKSVILLE UFSD | 15,942 | 16,312 |
| 620803 | HIGHLAND CSD | 13,457 | 13,676 |
| 440901 | HIGHLAND FALLS CSD | 15,583 | 15,865 |
| 261101 | HILTON CSD | 11,200 | 11,568 |
| 41401 | HINSDALE CSD | 10,952 | 11,246 |
| 141701 | HOLLAND CSD | 12,032 | 12,083 |
| 412201 | HOLLAND PATENT CSD | 11,388 | 11,651 |
| 450704 | HOLLEY CSD | 11,275 | 11,314 |
| 110701 | HOMER CSD | 12,092 | 12,477 |
| 431401 | HONEOYE CSD | 13,141 | 13,400 |
| 260901 | HONEOYE FALLS-LIMA CSD | 11,435 | 11,808 |
| 491401 | HOOSIC VALLEY CSD | 11,338 | 11,477 |
| 490501 | HOOSICK FALLS CSD | 12,782 | 13,223 |
| 571800 | HORNELL CITY SD | 10,858 | 11,112 |
| 70901 | HORSEHEADS CSD | 11,188 | 11,726 |
| 101300 | HUDSON CITY SD | 14,222 | 14,774 |
| 641301 | HUDSON FALLS CSD | 11,021 | 11,239 |
| 190901 | HUNTER-TANNERSVILLE CSD | 17,482 | 17,655 |
| 580403 | HUNTINGTON UFSD | 18,512 | 18,951 |
| 130801 | HYDE PARK CSD | 13,055 | 13,191 |
| 200401 | INDIAN LAKE CSD | 25,054 | 25,084 |
| 220301 | INDIAN RIVER CSD | 7,996 | 8,463 |
| 200501 | INLET COMN SD | 27,047 | 28,264 |
| 141301 | IROQUOIS CSD | 10,751 | 11,124 |
| 660402 | IRVINGTON UFSD | 21,150 | 21,911 |
| 280231 | ISLAND PARK UFSD | 28,985 | 29,263 |
| 280226 | ISLAND TREES UFSD | 16,505 | 16,784 |
| 580502 | ISLIP UFSD | 15,288 | 15,586 |
| 610600 | ITHACA CITY SD | 13,670 | 14,143 |
| 61700 | JAMESTOWN CITY SD | 11,164 | 11,412 |
| 420411 | JAMESVILLE-DEWITT CSD | 11,944 | 12,261 |
| 572702 | JASPER-TROUPSBURG CSD | 11,590 | 11,729 |
| 540901 | JEFFERSON CSD | 13,445 | 14,018 |
| 280515 | JERICHO UFSD | 24,911 | 25,088 |
| 630601 | JOHNSBURG CSD | 19,365 | 19,681 |
| 31502 | JOHNSON CITY CSD | 13,066 | 13,564 |
| 170600 | JOHNSTOWN CITY SD | 11,408 | 11,689 |

| | | | |
|---|---|---|---|
| 420501 | JORDAN-ELBRIDGE CSD | 12,623 | 12,825 |
| 660101 | KATONAH-LEWISBORO UFSD | 21,507 | 21,522 |
| 150601 | KEENE CSD | 20,661 | 21,054 |
| 450607 | KENDALL CSD | 13,590 | 13,556 |
| 142601 | KENMORE-TONAWANDA UFSD | 10,477 | 10,607 |
| 101401 | KINDERHOOK CSD | 12,239 | 12,771 |
| 580805 | KINGS PARK CSD | 14,928 | 15,124 |
| 620600 | KINGSTON CITY SD | 15,461 | 15,861 |
| 441202 | KIRYAS JOEL VILLAGE UFSD | 37,430 | 38,560 |
| 221401 | LA FARGEVILLE CSD | 10,458 | 10,814 |
| 141800 | LACKAWANNA CITY SD | 12,969 | 13,274 |
| 420807 | LAFAYETTE CSD | 16,766 | 17,309 |
| 630701 | LAKE GEORGE CSD | 13,521 | 13,823 |
| 151102 | LAKE PLACID CSD | 15,942 | 16,414 |
| 200601 | LAKE PLEASANT CSD | 26,331 | 26,763 |
| 662401 | LAKELAND CSD | 16,009 | 15,966 |
| 141901 | LANCASTER CSD | 9,442 | 9,789 |
| 610801 | LANSING CSD | 11,855 | 12,198 |
| 490601 | LANSINGBURGH CSD | 10,352 | 10,719 |
| 470801 | LAURENS CSD | 11,634 | 12,014 |
| 280215 | LAWRENCE UFSD | 23,502 | 23,528 |
| 181001 | LE ROY CSD | 11,790 | 12,335 |
| 670401 | LETCHWORTH CSD | 12,337 | 12,369 |
| 280205 | LEVITTOWN UFSD | 18,280 | 18,558 |
| 400301 | LEWISTON-PORTER CSD | 12,729 | 12,912 |
| 590901 | LIBERTY CSD | 17,977 | 18,477 |
| 580104 | LINDENHURST UFSD | 15,253 | 15,518 |
| 511602 | LISBON CSD | 13,322 | 13,924 |
| 210800 | LITTLE FALLS CITY SD | 12,471 | 12,792 |
| 421501 | LIVERPOOL CSD | 13,529 | 13,950 |
| 591302 | LIVINGSTON MANOR CSD | 17,085 | 17,604 |
| 240801 | LIVONIA CSD | 12,356 | 12,771 |
| 400400 | LOCKPORT CITY SD | 10,915 | 11,175 |
| 280503 | LOCUST VALLEY CSD | 23,507 | 23,996 |
| 280300 | LONG BEACH CITY SD | 23,348 | 23,654 |
| 200701 | LONG LAKE CSD | 43,198 | 43,695 |
| 580212 | LONGWOOD CSD | 15,380 | 15,811 |
| 230901 | LOWVILLE ACADEMY & CSD | 10,603 | 10,968 |
| 221301 | LYME CSD | 14,021 | 14,055 |
| 280220 | LYNBROOK UFSD | 18,680 | 19,009 |
| 421504 | LYNCOURT UFSD | 16,499 | 16,860 |
| 451001 | LYNDONVILLE CSD | 11,519 | 11,935 |
| 650501 | LYONS CSD | 11,690 | 11,999 |
| 251101 | MADISON CSD | 11,738 | 12,199 |
| 511901 | MADRID-WADDINGTON CSD | 11,491 | 11,969 |
| 480101 | MAHOPAC CSD | 14,925 | 15,218 |
| 31101 | MAINE-ENDWELL CSD | 11,197 | 11,618 |
| 161501 | MALONE CSD | 11,520 | 11,693 |
| 280212 | MALVERNE UFSD | 20,705 | 21,730 |
| 660701 | MAMARONECK UFSD | 19,416 | 19,618 |
| 431101 | MANCHESTER-SHORTSVILLE CSD (RED JACK | 11,420 | 11,724 |
| 280406 | MANHASSET UFSD | 21,735 | 22,207 |
| 110901 | MARATHON CSD | 12,911 | 13,639 |
| 421101 | MARCELLUS CSD | 10,775 | 11,174 |
| 121401 | MARGARETVILLE CSD | 14,376 | 14,646 |
| 650701 | MARION CSD | 12,418 | 12,609 |
| 621001 | MARLBORO CSD | 16,512 | 16,865 |
| 280523 | MASSAPEQUA UFSD | 17,052 | 17,142 |
| 512001 | MASSENA CSD | 11,197 | 11,625 |
| 581012 | MATTITUCK-CUTCHOGUE UFSD | 16,967 | 17,342 |
| 170801 | MAYFIELD CSD | 11,094 | 11,187 |
| 110304 | MCGRAW CSD | 12,248 | 12,604 |

| 521200 | MECHANICVILLE CITY SD | 10,780 | 11,035 |
|---|---|---|---|
| 450801 | MEDINA CSD | 11,827 | 12,242 |
| 10615 | MENANDS UFSD | 16,870 | 17,548 |
| 280225 | MERRICK UFSD | 18,936 | 19,286 |
| 460901 | MEXICO CSD | 12,702 | 12,993 |
| 580211 | MIDDLE COUNTRY CSD | 14,119 | 14,389 |
| 541001 | MIDDLEBURGH CSD | 13,453 | 13,793 |
| 441000 | MIDDLETOWN CITY SD | 13,759 | 14,126 |
| 471101 | MILFORD CSD | 13,217 | 13,505 |
| 132201 | MILLBROOK CSD | 13,902 | 14,099 |
| 580208 | MILLER PLACE UFSD | 13,922 | 14,376 |
| 280410 | MINEOLA UFSD | 24,709 | 24,959 |
| 150801 | MINERVA CSD | 26,637 | 26,368 |
| 441101 | MINISINK VALLEY CSD | 11,552 | 12,057 |
| 441201 | MONROE-WOODBURY CSD | 14,089 | 14,584 |
| 580306 | MONTAUK UFSD | 32,259 | 33,111 |
| 591401 | MONTICELLO CSD | 15,106 | 15,580 |
| 51301 | MORAVIA CSD | 11,202 | 11,572 |
| 150901 | MORIAH CSD | 12,855 | 13,143 |
| 471201 | MORRIS CSD | 11,436 | 11,899 |
| 512101 | MORRISTOWN CSD | 14,680 | 14,783 |
| 250401 | MORRISVILLE-EATON CSD | 13,114 | 13,374 |
| 212001 | MOUNT MARKHAM CSD | 12,231 | 12,665 |
| 240901 | MT MORRIS CSD | 13,120 | 13,970 |
| 660801 | MT PLEASANT CSD | 19,590 | 20,199 |
| 580207 | MT SINAI UFSD | 15,841 | 16,166 |
| 660900 | MT VERNON SCHOOL DISTRICT | 17,794 | 18,548 |
| 500108 | NANUET UFSD | 19,531 | 19,117 |
| 431201 | NAPLES CSD | 14,135 | 14,597 |
| 411501 | NEW HARTFORD CSD | 12,431 | 12,953 |
| 280405 | NEW HYDE PARK-GARDEN CITY PARK UFSD | 15,771 | 16,132 |
| 101601 | NEW LEBANON CSD | 16,792 | 16,688 |
| 621101 | NEW PALTZ CSD | 14,284 | 14,718 |
| 661100 | NEW ROCHELLE CITY SD | 17,138 | 17,668 |
| 581015 | NEW SUFFOLK COMN SD | 16,281 | 16,242 |
| 650101 | NEWARK CSD | 12,100 | 12,367 |
| 600402 | NEWARK VALLEY CSD | 11,287 | 11,621 |
| 441600 | NEWBURGH CITY SD | 15,796 | 16,159 |
| 151001 | NEWCOMB CSD | 44,080 | 45,001 |
| 400601 | NEWFANE CSD | 11,086 | 11,212 |
| 610901 | NEWFIELD CSD | 10,832 | 11,015 |
| 400800 | NIAGARA FALLS CITY SD | 11,925 | 12,164 |
| 400701 | NIAGARA-WHEATFIELD CSD | 11,443 | 11,561 |
| 530301 | NISKAYUNA CSD | 12,790 | 12,833 |
| 580103 | NORTH BABYLON UFSD | 15,290 | 15,799 |
| 280204 | NORTH BELLMORE UFSD | 18,493 | 18,926 |
| 142201 | NORTH COLLINS CSD | 14,023 | 14,594 |
| 10623 | NORTH COLONIE CSD | 11,708 | 11,957 |
| 490801 | NORTH GREENBUSH COMN SD (WILLIAMS) | 12,741 | 12,973 |
| 280229 | NORTH MERRICK UFSD | 18,825 | 19,378 |
| 651501 | NORTH ROSE-WOLCOTT CSD | 13,030 | 13,545 |
| 661301 | NORTH SALEM CSD | 21,280 | 21,659 |
| 280501 | NORTH SHORE CSD | 24,323 | 24,887 |
| 420303 | NORTH SYRACUSE CSD | 11,709 | 11,997 |
| 400900 | NORTH TONAWANDA CITY SD | 11,593 | 11,869 |
| 630202 | NORTH WARREN CSD | 16,475 | 16,292 |
| 131101 | NORTHEAST CSD | 16,342 | 16,460 |
| 90501 | NORTHEASTERN CLINTON CSD | 12,543 | 12,596 |
| 90901 | NORTHERN ADIRONDACK CSD | 13,594 | 13,725 |
| 580404 | NORTHPORT-EAST NORTHPORT UFSD | 19,008 | 19,284 |
| 170901 | NORTHVILLE CSD | 14,440 | 14,781 |
| 81200 | NORWICH CITY SD | 10,956 | 11,350 |

| 512201 | NORWOOD-NORFOLK CSD | 11,652 | 12,063 |
|---|---|---|---|
| 411504 | NY MILLS UFSD | 12,834 | 13,345 |
| 500304 | NYACK UFSD | 19,240 | 19,752 |
| 300000 | NYC CHANCELLOR'S OFFICE | 14,527 | 15,307 |
| 181101 | OAKFIELD-ALABAMA CSD | 10,994 | 11,324 |
| 280211 | OCEANSIDE UFSD | 17,067 | 17,195 |
| 550101 | ODESSA-MONTOUR CSD | 11,863 | 11,806 |
| 512300 | OGDENSBURG CITY SD | 14,953 | 15,475 |
| 42400 | OLEAN CITY SD | 11,976 | 12,152 |
| 251400 | ONEIDA CITY SD | 12,079 | 12,368 |
| 471400 | ONEONTA CITY SD | 12,790 | 13,160 |
| 421201 | ONONDAGA CSD | 13,132 | 13,652 |
| 621201 | ONTEORA CSD | 19,571 | 19,861 |
| 271201 | OPPENHEIM-EPHRATAH-ST. JOHNSVILLE CSD | 13,497 | 13,830 |
| 142301 | ORCHARD PARK CSD | 11,523 | 11,933 |
| 412901 | ORISKANY CSD | 11,992 | 12,496 |
| 661401 | OSSINING UFSD | 18,796 | 19,255 |
| 461300 | OSWEGO CITY SD | 13,270 | 13,258 |
| 471601 | OTEGO-UNADILLA CSD | 12,481 | 12,617 |
| 600601 | OWEGO-APALACHIN CSD | 12,524 | 12,961 |
| 81501 | OXFORD ACADEMY & CSD | 12,858 | 12,967 |
| 280506 | OYSTER BAY-EAST NORWICH CSD | 23,533 | 24,117 |
| 581002 | OYSTERPONDS UFSD | 33,931 | 32,944 |
| 650901 | PALMYRA-MACEDON CSD | 11,655 | 12,008 |
| 61601 | PANAMA CSD | 12,826 | 13,148 |
| 512501 | PARISHVILLE-HOPKINTON CSD | 11,609 | 12,209 |
| 580224 | PATCHOGUE-MEDFORD UFSD | 13,814 | 14,350 |
| 181201 | PAVILION CSD | 11,682 | 11,971 |
| 131201 | PAWLING CSD | 16,571 | 16,675 |
| 500308 | PEARL RIVER UFSD | 15,858 | 16,275 |
| 661500 | PEEKSKILL CITY SD | 17,430 | 17,697 |
| 661601 | PELHAM UFSD | 17,187 | 17,651 |
| 181302 | PEMBROKE CSD | 12,828 | 13,543 |
| 261201 | PENFIELD CSD | 13,346 | 13,586 |
| 680601 | PENN YAN CSD | 12,554 | 12,593 |
| 671201 | PERRY CSD | 12,041 | 12,001 |
| 91101 | PERU CSD | 12,849 | 13,207 |
| 431301 | PHELPS-CLIFTON SPRINGS CSD | 12,376 | 12,673 |
| 462001 | PHOENIX CSD | 13,226 | 13,377 |
| 440401 | PINE BUSH CSD | 12,570 | 13,126 |
| 131301 | PINE PLAINS CSD | 15,565 | 16,116 |
| 60601 | PINE VALLEY CSD (SOUTH DAYTON) | 12,589 | 12,683 |
| 261401 | PITTSFORD CSD | 13,722 | 14,069 |
| 280518 | PLAINEDGE UFSD | 16,704 | 17,269 |
| 280504 | PLAINVIEW-OLD BETHPAGE CSD | 18,942 | 19,213 |
| 91200 | PLATTSBURGH CITY SD | 14,604 | 14,714 |
| 660809 | PLEASANTVILLE UFSD | 17,558 | 17,881 |
| 660802 | POCANTICO HILLS CSD | 47,333 | 48,663 |
| 211103 | POLAND CSD | 12,690 | 12,858 |
| 51101 | PORT BYRON CSD | 11,865 | 12,124 |
| 661904 | PORT CHESTER-RYE UFSD | 14,392 | 15,031 |
| 580206 | PORT JEFFERSON UFSD | 22,199 | 22,792 |
| 441800 | PORT JERVIS CITY SD | 12,904 | 13,237 |
| 280404 | PORT WASHINGTON UFSD | 21,028 | 21,583 |
| 42901 | PORTVILLE CSD | 11,058 | 11,453 |
| 512902 | POTSDAM CSD | 12,390 | 12,842 |
| 131500 | POUGHKEEPSIE CITY SD | 13,524 | 13,680 |
| 572301 | PRATTSBURGH CSD | 11,626 | 11,569 |
| 461801 | PULASKI CSD | 12,580 | 13,100 |
| 641401 | PUTNAM CSD | 24,966 | 26,554 |
| 480503 | PUTNAM VALLEY CSD | 17,888 | 18,253 |
| 630902 | QUEENSBURY UFSD | 10,538 | 10,812 |

| 580903 | QUOGUE UFSD | 47,923 | 47,885 |
|---|---|---|---|
| 500401 | RAMAPO CSD (SUFFERN) | 17,919 | 18,270 |
| 43001 | RANDOLPH CSD | 11,720 | 11,831 |
| 10402 | RAVENA-COEYMANS-SELKIRK CSD | 14,289 | 14,550 |
| 651503 | RED CREEK CSD | 11,916 | 12,381 |
| 131701 | RED HOOK CSD | 14,202 | 14,712 |
| 411701 | REMSEN CSD | 15,798 | 16,147 |
| 580901 | REMSENBURG-SPEONK UFSD | 37,414 | 38,521 |
| 491200 | RENSSELAER CITY SD | 9,884 | 10,489 |
| 131801 | RHINEBECK CSD | 17,681 | 18,333 |
| 472001 | RICHFIELD SPRINGS CSD | 11,916 | 12,222 |
| 62401 | RIPLEY CSD | 16,941 | 16,992 |
| 580602 | RIVERHEAD CSD | 17,076 | 17,974 |
| 261600 | ROCHESTER CITY SD | 13,090 | 13,684 |
| 280221 | ROCKVILLE CENTRE UFSD | 19,767 | 20,259 |
| 580209 | ROCKY POINT UFSD | 13,814 | 14,375 |
| 411800 | ROME CITY SD | 12,413 | 12,989 |
| 560603 | ROMULUS CSD | 15,567 | 16,067 |
| 620901 | RONDOUT VALLEY CSD | 18,589 | 18,723 |
| 280208 | ROOSEVELT UFSD | 17,425 | 17,883 |
| 591301 | ROSCOE CSD | 18,826 | 19,165 |
| 280403 | ROSLYN UFSD | 21,898 | 22,134 |
| 530515 | ROTTERDAM-MOHONASEN CSD | 9,989 | 10,370 |
| 121502 | ROXBURY CSD | 17,963 | 18,507 |
| 401201 | ROYALTON-HARTLAND CSD | 11,207 | 11,503 |
| 261701 | RUSH-HENRIETTA CSD | 13,330 | 13,739 |
| 661800 | RYE CITY SD | 19,917 | 20,287 |
| 661901 | RYE NECK UFSD | 19,357 | 19,942 |
| 580205 | SACHEM CSD | 14,251 | 14,488 |
| 221001 | SACKETS HARBOR CSD | 11,104 | 11,490 |
| 580305 | SAG HARBOR UFSD | 25,725 | 27,212 |
| 580910 | SAGAPONACK COMN SD | 16,281 | 16,753 |
| 43200 | SALAMANCA CITY SD | 12,582 | 12,510 |
| 641501 | SALEM CSD | 14,082 | 14,199 |
| 161201 | SALMON RIVER CSD | 14,576 | 15,057 |
| 461901 | SANDY CREEK CSD | 13,911 | 14,146 |
| 91402 | SARANAC CSD | 12,333 | 12,688 |
| 161401 | SARANAC LAKE CSD | 14,999 | 14,951 |
| 521800 | SARATOGA SPRINGS CITY SD | 11,532 | 11,873 |
| 621601 | SAUGERTIES CSD | 12,822 | 13,325 |
| 411603 | SAUQUOIT VALLEY CSD | 11,956 | 12,446 |
| 580504 | SAYVILLE UFSD | 17,460 | 17,846 |
| 662001 | SCARSDALE UFSD | 23,148 | 23,530 |
| 530501 | SCHALMONT CSD | 14,862 | 15,517 |
| 530600 | SCHENECTADY CITY SD | 12,515 | 12,628 |
| 470901 | SCHENEVUS CSD | 13,566 | 14,227 |
| 491501 | SCHODACK CSD | 13,169 | 13,477 |
| 541201 | SCHOHARIE CSD | 13,147 | 13,532 |
| 151401 | SCHROON LAKE CSD | 16,368 | 16,887 |
| 521701 | SCHUYLERVILLE CSD | 12,472 | 12,731 |
| 22401 | SCIO CSD | 12,968 | 13,122 |
| 530202 | SCOTIA-GLENVILLE CSD | 12,013 | 12,223 |
| 280206 | SEAFORD UFSD | 16,660 | 17,070 |
| 560701 | SENECA FALLS CSD | 12,016 | 12,537 |
| 280252 | SEWANHAKA CENTRAL HS DISTRICT | 13,522 | 13,842 |
| 541401 | SHARON SPRINGS CSD | 15,154 | 15,184 |
| 580701 | SHELTER ISLAND UFSD | 29,013 | 29,556 |
| 520302 | SHENENDEHOWA CSD | 11,919 | 12,263 |
| 82001 | SHERBURNE-EARLVILLE CSD | 11,712 | 12,094 |
| 62601 | SHERMAN CSD | 11,196 | 11,278 |
| 412000 | SHERRILL CITY SD | 10,651 | 11,065 |
| 580601 | SHOREHAM-WADING RIVER CSD | 16,726 | 17,231 |

| | | | |
|---|---|---|---|
| 121601 | SIDNEY CSD | 12,637 | 13,134 |
| 61501 | SILVER CREEK CSD | 12,223 | 12,540 |
| 421601 | SKANEATELES CSD | 13,337 | 13,456 |
| 580801 | SMITHTOWN CSD | 14,969 | 15,255 |
| 651201 | SODUS CSD | 13,623 | 13,994 |
| 420702 | SOLVAY UFSD | 12,760 | 13,019 |
| 662101 | SOMERS CSD | 17,825 | 18,189 |
| 10601 | SOUTH COLONIE CSD | 13,137 | 13,272 |
| 580235 | SOUTH COUNTRY CSD | 16,951 | 17,426 |
| 521401 | SOUTH GLENS FALLS CSD | 11,667 | 11,847 |
| 580413 | SOUTH HUNTINGTON UFSD | 16,758 | 17,272 |
| 220101 | SOUTH JEFFERSON CSD | 10,183 | 10,516 |
| 121702 | SOUTH KORTRIGHT CSD | 14,381 | 14,715 |
| 231101 | SOUTH LEWIS CSD | 14,513 | 14,880 |
| 500301 | SOUTH ORANGETOWN CSD | 16,503 | 16,762 |
| 560501 | SOUTH SENECA CSD | 14,574 | 14,960 |
| 580906 | SOUTHAMPTON UFSD | 24,414 | 25,076 |
| 50701 | SOUTHERN CAYUGA CSD | 14,419 | 14,879 |
| 581005 | SOUTHOLD UFSD | 18,400 | 18,772 |
| 60201 | SOUTHWESTERN CSD AT JAMESTOWN | 11,202 | 11,187 |
| 131602 | SPACKENKILL UFSD | 17,018 | 17,443 |
| 261001 | SPENCERPORT CSD | 11,533 | 11,970 |
| 600801 | SPENCER-VAN ETTEN CSD | 11,808 | 12,222 |
| 580304 | SPRINGS UFSD | 22,275 | 23,162 |
| 141101 | SPRINGVILLE-GRIFFITH INST CSD | 12,347 | 12,493 |
| 161801 | ST REGIS FALLS CSD | 14,886 | 15,422 |
| 121701 | STAMFORD CSD | 14,915 | 14,999 |
| 401001 | STARPOINT CSD | 10,789 | 11,141 |
| 522001 | STILLWATER CSD | 10,269 | 10,520 |
| 251501 | STOCKBRIDGE VALLEY CSD | 11,638 | 12,028 |
| 591502 | SULLIVAN WEST CSD | 16,008 | 16,203 |
| 30601 | SUSQUEHANNA VALLEY CSD | 13,156 | 13,473 |
| 140207 | SWEET HOME CSD | 12,954 | 13,335 |
| 280502 | SYOSSET CSD | 21,263 | 21,684 |
| 421800 | SYRACUSE CITY SD | 12,930 | 13,257 |
| 100501 | TACONIC HILLS CSD | 14,622 | 15,138 |
| 220701 | THOUSAND ISLANDS CSD | 13,027 | 13,387 |
| 580201 | THREE VILLAGE CSD | 16,887 | 17,345 |
| 151501 | TICONDEROGA CSD | 14,455 | 14,829 |
| 600903 | TIOGA CSD | 10,451 | 10,802 |
| 142500 | TONAWANDA CITY SD | 11,051 | 11,198 |
| 211901 | TOWN OF WEBB UFSD | 21,143 | 21,215 |
| 591201 | TRI-VALLEY CSD | 19,324 | 19,736 |
| 491700 | TROY CITY SD | 16,486 | 17,048 |
| 611001 | TRUMANSBURG CSD | 11,227 | 11,514 |
| 580913 | TUCKAHOE COMN SD | 29,200 | 30,114 |
| 660302 | TUCKAHOE UFSD | 21,009 | 21,257 |
| 421902 | TULLY CSD | 11,036 | 11,388 |
| 160101 | TUPPER LAKE CSD | 12,461 | 12,877 |
| 441903 | TUXEDO UFSD | 18,470 | 18,139 |
| 660401 | UFSD-TARRYTOWNS | 17,449 | 18,170 |
| 81003 | UNADILLA VALLEY CSD | 12,393 | 12,785 |
| 51901 | UNION SPRINGS CSD | 13,059 | 13,703 |
| 280202 | UNIONDALE UFSD | 20,864 | 21,461 |
| 31501 | UNION-ENDICOTT CSD | 12,048 | 12,454 |
| 412300 | UTICA CITY SD | 9,780 | 10,023 |
| 660805 | VALHALLA UFSD | 21,983 | 22,440 |
| 441301 | VALLEY CSD (MONTGOMERY) | 12,222 | 12,667 |
| 280213 | VALLEY STREAM 13 UFSD | 16,487 | 16,771 |
| 280224 | VALLEY STREAM 24 UFSD | 21,044 | 21,164 |
| 280230 | VALLEY STREAM 30 UFSD | 19,777 | 20,089 |
| 280251 | VALLEY STREAM CENTRAL HS DISTRICT | 15,858 | 16,053 |

| | | | |
|---|---|---|---|
| 211701 | VAN HORNESVILLE-OWEN D YOUNG CSD | 12,991 | 13,735 |
| 31601 | VESTAL CSD | 13,166 | 13,415 |
| 431701 | VICTOR CSD | 10,518 | 10,941 |
| 11003 | VOORHEESVILLE CSD | 13,742 | 14,189 |
| 580302 | WAINSCOTT COMN SD | 16,281 | 18,412 |
| 621801 | WALLKILL CSD | 11,997 | 12,287 |
| 121901 | WALTON CSD | 11,718 | 11,931 |
| 280223 | WANTAGH UFSD | 14,593 | 15,005 |
| 132101 | WAPPINGERS CSD | 11,887 | 12,269 |
| 631201 | WARRENSBURG CSD | 15,836 | 15,994 |
| 671501 | WARSAW CSD | 12,643 | 13,421 |
| 442101 | WARWICK VALLEY CSD | 13,198 | 13,509 |
| 440102 | WASHINGTONVILLE CSD | 12,931 | 13,156 |
| 522101 | WATERFORD-HALFMOON UFSD | 13,844 | 14,291 |
| 561006 | WATERLOO CSD | 11,263 | 11,593 |
| 222000 | WATERTOWN CITY SD | 9,985 | 10,360 |
| 411902 | WATERVILLE CSD | 11,900 | 12,149 |
| 11200 | WATERVLIET CITY SD | 10,404 | 10,529 |
| 550301 | WATKINS GLEN CSD | 11,489 | 11,561 |
| 600101 | WAVERLY CSD | 10,063 | 10,172 |
| 573002 | WAYLAND-COHOCTON CSD | 11,769 | 11,938 |
| 650801 | WAYNE CSD | 12,034 | 12,478 |
| 261901 | WEBSTER CSD | 11,872 | 12,379 |
| 50301 | WEEDSPORT CSD | 12,820 | 13,308 |
| 200901 | WELLS CSD | 22,823 | 23,341 |
| 22601 | WELLSVILLE CSD | 12,671 | 12,998 |
| 580102 | WEST BABYLON UFSD | 15,849 | 16,226 |
| 210302 | WEST CANADA VALLEY CSD | 12,723 | 13,252 |
| 420101 | WEST GENESEE CSD | 11,199 | 11,361 |
| 280227 | WEST HEMPSTEAD UFSD | 17,759 | 17,850 |
| 260803 | WEST IRONDEQUOIT CSD | 11,413 | 11,516 |
| 580509 | WEST ISLIP UFSD | 14,799 | 15,117 |
| 142801 | WEST SENECA CSD | 11,179 | 11,286 |
| 40204 | WEST VALLEY CSD | 14,623 | 14,800 |
| 280401 | WESTBURY UFSD | 19,287 | 20,226 |
| 62901 | WESTFIELD CSD | 12,891 | 13,055 |
| 580902 | WESTHAMPTON BEACH UFSD | 19,354 | 19,873 |
| 420701 | WESTHILL CSD | 11,635 | 11,727 |
| 412801 | WESTMORELAND CSD | 12,938 | 13,823 |
| 151601 | WESTPORT CSD | 14,591 | 14,820 |
| 262001 | WHEATLAND-CHILI CSD | 16,259 | 16,148 |
| 170301 | WHEELERVILLE UFSD | 19,435 | 19,870 |
| 662200 | WHITE PLAINS CITY SD | 20,443 | 20,840 |
| 641701 | WHITEHALL CSD | 13,236 | 13,529 |
| 412902 | WHITESBORO CSD | 10,886 | 11,417 |
| 22101 | WHITESVILLE CSD | 11,904 | 12,012 |
| 31401 | WHITNEY POINT CSD | 12,324 | 12,694 |
| 580232 | WILLIAM FLOYD UFSD | 15,169 | 15,645 |
| 651402 | WILLIAMSON CSD | 13,113 | 13,244 |
| 140203 | WILLIAMSVILLE CSD | 11,904 | 12,143 |
| 151701 | WILLSBORO CSD | 16,355 | 16,604 |
| 401501 | WILSON CSD | 11,386 | 11,692 |
| 191401 | WINDHAM-ASHLAND-JEWETT CSD | 19,838 | 20,191 |
| 31701 | WINDSOR CSD | 11,115 | 11,505 |
| 472506 | WORCESTER CSD | 13,352 | 13,790 |
| 580109 | WYANDANCH UFSD | 17,666 | 18,039 |
| 490804 | WYNANTSKILL UFSD | 12,243 | 12,967 |
| 671002 | WYOMING CSD | 16,376 | 16,286 |
| 662300 | YONKERS CITY SD | 15,023 | 15,607 |
| 241701 | YORK CSD | 11,694 | 11,968 |
| 43501 | YORKSHIRE-PIONEER CSD | 12,406 | 12,710 |
| 662402 | YORKTOWN CSD | 17,743 | 17,837 |

SUNY Charter Schools Institute
The State University of New York

**2019 New School Proposal**
**Budget(s) & Cash Flow(s) Template**

# Amber Charter School III

| | |
|---|---|
| **Contact Name:** | Dr. Vasthi Acosta |
| **Contact Title:** | Executive Director |
| **Contact Email:** | [redacted] |
| **Contact Phone:** | |
| **First Academic Year:** | 2020-21 |
| **Pre-Opening Period:** | July 1, 2019 - June 30, 2020 |

**Note: For pre-opening period if the RFP submission date is:**
a) less than 1 year from the "First Academic Year," select the January through June date range.
b) 1 year or more before the "First Academic Year," select the July through June date range.

**AMBER CHARTER SCHOOL III**
**2020-21 through 2024-25**

| CHARTER ENROLLMENT BY GRADE | | | | | | | |
|---|---|---|---|---|---|---|---|
| **GRADES** | **LEVEL** | **2020-21** | **2021-22** | **2022-23** | **2023-24** | **2024-25** | **AGE RANGE** |
| Kindergarten | Elementary School | 100 | 100 | 100 | 100 | 100 | 4-5 |
| 1st Grade | Elementary School | 100 | 100 | 100 | 100 | 100 | 5-6 |
| 2nd Grade | Elementary School | 0 | 95 | 95 | 95 | 95 | 6-7 |
| 3rd Grade | Elementary School | 0 | 0 | 86 | 86 | 86 | 7-8 |
| 4th Grade | Elementary School | 0 | 0 | 0 | 77 | 77 | 9-10 |
| 5th Grade | *Middle School* | 100 | 125 | 125 | 125 | 125 | 10-11 |
| 6th Grade | Middle School | 100 | 100 | 125 | 125 | 125 | 11-12 |
| 7th Grade | Middle School | 0 | 90 | 90 | 113 | 113 | 12-13 |
| 8th Grade | Middle School | 0 | 0 | 81 | 81 | 102 | 13-14 |
| 9th Grade | High School | 0 | 0 | 0 | 0 | 0 | |
| 10th Grade | High School | 0 | 0 | 0 | 0 | 0 | |
| 11th Grade | High School | 0 | 0 | 0 | 0 | 0 | |
| 12th Grade | High School | 0 | 0 | 0 | 0 | 0 | |
| Ungraded | | 0 | 0 | 0 | 0 | 0 | |
| TOTAL | | 400 | 610 | 802 | 902 | 923 | |

| NUMBER OF CLASSES BY GRADE | | | | | | |
|---|---|---|---|---|---|---|
| **GRADES** | **LEVEL** | **2020-21** | **2021-22** | **2022-23** | **2023-24** | **2024-25** |
| Kindergarten | Elementary School | 4 | 4 | 4 | 4 | 4 |
| 1st Grade | Elementary School | 4 | 4 | 4 | 4 | 4 |
| 2nd Grade | Elementary School | 0 | 4 | 4 | 4 | 4 |
| 3rd Grade | Elementary School | 0 | 0 | 4 | 4 | 4 |
| 4th Grade | Elementary School | 0 | 0 | 0 | 3 | 4 |
| 5th Grade | Middle School | 4 | 5 | 5 | 5 | 5 |
| 6th Grade | Middle School | 4 | 4 | 5 | 5 | 5 |
| 7th Grade | Middle School | 0 | 4 | 4 | 4 | 4 |
| 8th Grade | Middle School | 0 | 0 | 3 | 4 | 4 |
| 9th Grade | High School | 0 | 0 | 0 | 0 | 0 |
| 10th Grade | High School | 0 | 0 | 0 | 0 | 0 |
| 11th Grade | High School | 0 | 0 | 0 | 0 | 0 |
| 12th Grade | High School | 0 | 0 | 0 | 0 | 0 |
| Ungraded | | 0 | 0 | 0 | 0 | 0 |
| TOTAL | | 16 | 25 | 33 | 37 | 38 |

| AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE | | | | | | |
|---|---|---|---|---|---|---|
| **GRADES** | **LEVEL** | **2020-21** | **2021-22** | **2022-23** | **2023-24** | **2024-25** |
| Kindergarten | Elementary School | 25 | 25 | 25 | 25 | 25 |
| 1st Grade | Elementary School | 25 | 25 | 25 | 25 | 25 |
| 2nd Grade | Elementary School | 0 | 24 | 24 | 24 | 24 |
| 3rd Grade | Elementary School | 0 | 0 | 22 | 22 | 22 |
| 4th Grade | Elementary School | 0 | 0 | 0 | 26 | 19 |
| 5th Grade | Middle School | 25 | 25 | 25 | 25 | 25 |
| 6th Grade | Middle School | 25 | 25 | 25 | 25 | 25 |
| 7th Grade | Middle School | 0 | 23 | 23 | 28 | 28 |
| 8th Grade | Middle School | 0 | 0 | 27 | 20 | 26 |
| 9th Grade | High School | 0 | 0 | 0 | 0 | 0 |
| 10th Grade | High School | 0 | 0 | 0 | 0 | 0 |
| 11th Grade | High School | 0 | 0 | 0 | 0 | 0 |
| 12th Grade | High School | 0 | 0 | 0 | 0 | 0 |
| Ungraded | | 0 | 0 | 0 | 0 | 0 |

| SUMMARY AND OTHER INFORMATION | | | | | |
|---|---|---|---|---|---|
| Total Elementary Enrollment | 200 | 295 | 381 | 458 | 458 |
| Total Middle School Enrollment | 200 | 315 | 421 | 444 | 465 |
| Total High School Enrollment | - | - | - | - | - |
| Total Ungraded Enrollment | - | - | - | - | - |
| ***Total Enrollment*** | **400** | **610** | **802** | **902** | **923** |
| Change in Net Enrollment from Prior Year (Count) | 400 | 210 | 192 | 100 | 21 |
| Change in Net Enrollment from Prior Year (Percent) | 100.0% | 52.5% | 31.5% | 12.5% | 2.3% |
| Anticipated rate of attrition (Percent) | 0.0% | 6.0% | 7.0% | 7.0% | 7.0% |

| ADDITIONAL NOTES/COMMENTS |
|---|
| |

| ESTIMATED ENROLLMENT BY DISTRICT | | | | | |
|---|---|---|---|---|---|
| **ANNUAL ENROLLMENT BY DISTRICT TOTALS** | 400 | 610 | 802 | 902 | 923 |
| Enrollment by Grade vs Enrollment by District (should = 0) | - | - | - | - | - |

| | |
|---|---|
| **ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->** | **1** |

| **PRIMARY SENDING** | NYC CHANCELLOR'S OFFICE | **2020-21** | **2021-22** | **2022-23** | **2023-24** | **2024-25** |
|---|---|---|---|---|---|---|
| **DISTRICT'S ANNUAL TOTAL OPERATING BUDGET** | | $ 25,533,673,000 | $ 27,831,703,570 | $ 30,336,556,891 | $ 33,066,847,012 | $ 36,042,863,243 |
| **ENROLLMENT** (*Charter School*) | | 400 | 610 | 802 | 902 | 923 |
| **DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET** (Include web address if available) | | https://council.nyc.gov/budget/wp-content/uploads/sites/54/2018/05/040-DOE.pdf | | | | |

| **SECONDARY SENDING SCHOOL DISTRICT** | *Select from drop-down list →* | **2020-21** | **2021-22** | **2022-23** | **2023-24** | **2024-25** |
|---|---|---|---|---|---|---|
| **DISTRICT'S ANNUAL TOTAL OPERATING BUDGET** | | $ - | $ - | $ - | $ - | $ - |
| **ENROLLMENT** (*Charter School*) | | | | | | |
| **DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET** (Include web address if available) | | | | | | |

# AMBER CHARTER SCHOOL III

| STAFFING PLAN FTE | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|
| | **Acad Years** | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| | **Grades** | K-1, 5-6 | K-2, 5-7 | K-3, 5-8 | K-8 | K-8 |
| | **Enrollment** | 400 | 610 | 802 | 902 | 923 |

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.*

| **ADMINISTRATIVE PERSONNEL FTE** | FTE | | | | | Description of Assumptions |
|---|---|---|---|---|---|---|
| Executive Management | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | |
| Instructional Management | 2.0 | 3.0 | 3.0 | 3.0 | 3.0 | |
| Deans, Directors & Coordinators | 4.0 | 6.0 | 7.0 | 7.0 | 7.0 | |
| CFO / Director of Finance | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | |
| Operation / Business Manager | 1.0 | 2.0 | 2.0 | 2.0 | 2.0 | |
| Administrative Staff | 2.0 | 3.0 | 3.0 | 3.0 | 3.0 | |
| TOTAL ADMINISTRATIVE STAFF | 9.0 | 14.0 | 15.0 | 15.0 | 15.0 | |
| **INSTRUCTIONAL PERSONNEL FTE** | | | | | | |
| Teachers - Regular | 16.0 | 25.0 | 33.0 | 37.0 | 38.0 | |
| Teachers - SPED | 1.0 | 3.0 | 3.0 | 3.0 | 3.0 | |
| Substitute Teachers | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | Using Subsitute Agency - School Professional |
| Teaching Assistants | 8.0 | 12.0 | 12.0 | 12.0 | 12.0 | |
| Specialty Teachers | 7.0 | 11.0 | 12.0 | 12.0 | 12.0 | |
| Aides | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | |
| Therapists & Counselors | 2.0 | 3.0 | 3.0 | 3.0 | 3.0 | |
| Other | 1.2 | 2.4 | 6.6 | 9.0 | 9.0 | Tutors for Grades 3 - 8 |
| TOTAL INSTRUCTIONAL | 35.2 | 56.4 | 69.6 | 76.0 | 77.0 | |
| **NON-INSTRUCTIONAL PERSONNEL FTE** | | | | | | |
| Nurse | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | |
| Librarian | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | |
| Custodian | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | |
| Security | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | |
| Other | 0.6 | 0.6 | 0.6 | 0.6 | 0.6 | |
| TOTAL NON-INSTRUCTIONAL | 4.6 | 4.6 | 4.6 | 4.6 | 4.6 | |
| **TOTAL PERSONNEL SERVICE FTE** | 48.8 | 75.0 | 89.2 | 95.6 | 96.6 | |

***NOTE***

*Please copy the FTE Staffing Chart (cells B11:H39) and paste into the Personnel Section of the New School Proposal.*

| STAFFING PLAN WAGES | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---|---|---|---|---|---|
| | Acad Years | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
| | Grades | K-1, 5-6 | K-2, 5-7 | K-3, 5-8 | K-8 | K-8 |
| | Enrollment | 400.00 | 610.00 | 802.00 | 902.00 | 923.00 |

***NOTE:** Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.*

***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.*

| | WAGES | | | | | | Description of Assumptions |
|---|---|---|---|---|---|---|---|
| **ADMINISTRATIVE PERSONNEL WAGES** | **Salary/Incr %** | 2.00% | 2.00% | 2.00% | 2.00% | 2.00% | |
| Executive Management | $ - | $ - | $ - | $ - | $ - | $ - | |
| Instructional Management | $ 116,005 | $ 232,010 | $ 352,655 | $ 359,708 | $ 366,902 | $ 374,241 | |
| Deans, Directors & Coordinators | $ 87,763 | $ 351,052 | $ 533,599 | $ 632,034 | $ 644,675 | $ 657,568 | |
| CFO / Director of Finance | $ - | $ - | $ - | $ - | $ - | $ - | |
| Operation / Business Manager | $ 86,353 | $ 86,353 | $ 174,433 | $ 177,922 | $ 181,480 | $ 185,110 | |
| Administrative Staff | $ 52,644 | $ 105,288 | $ 160,038 | $ 163,239 | $ 166,503 | $ 169,833 | |
| TOTAL ADMINISTRATIVE STAFF | | $ 774,703 | $ 1,220,725 | $ 1,332,903 | $ 1,359,561 | $ 1,386,752 | |
| **INSTRUCTIONAL PERSONNEL WAGES** | | | | | | | |
| Teachers - Regular | $ 78,186 | $ 1,250,976 | $ 1,979,670 | $ 2,644,751 | $ 3,010,390 | $ 3,148,784 | |
| Teachers - SPED | $ 79,391 | $ 79,391 | $ 239,761 | $ 244,556 | $ 249,447 | $ 254,436 | |
| Substitute Teachers | $ - | $ - | $ - | $ - | $ - | $ - | |
| Teaching Assistants | $ 42,438 | $ 339,504 | $ 516,046 | $ 526,367 | $ 536,894 | $ 547,632 | |
| Specialty Teachers | $ 72,307 | $ 506,149 | $ 805,500 | $ 893,917 | $ 911,795 | $ 930,031 | |
| Aides | $ - | $ - | $ - | $ - | $ - | $ - | |
| Therapists & Counselors | $ 93,161 | $ 186,322 | $ 283,209 | $ 288,874 | $ 294,651 | $ 300,544 | |
| Other | $ 17,023 | $ 20,428 | $ 41,265 | $ 113,588 | $ 156,715 | $ 159,850 | |
| TOTAL INSTRUCTIONAL | | $ 2,382,770 | $ 3,865,450 | $ 4,712,052 | $ 5,159,893 | $ 5,341,277 | |
| **NON-INSTRUCTIONAL PERSONNEL WAGES** | | | | | | | |
| Nurse | $ - | $ - | $ - | $ - | $ - | $ - | |
| Librarian | $ - | $ - | $ - | $ - | $ - | $ - | |
| Custodian | $ 41,117 | $ 123,351 | $ 125,818 | $ 128,334 | $ 130,901 | $ 133,519 | |
| Security | $ 34,625 | $ 34,625 | $ 35,318 | $ 36,024 | $ 36,744 | $ 37,479 | |
| Other | $ 8,512 | $ 5,107 | $ 5,209 | $ 5,314 | $ 5,420 | $ 5,528 | |
| TOTAL NON-INSTRUCTIONAL | | $ 163,083 | $ 166,345 | $ 169,672 | $ 173,065 | $ 176,527 | |
| **TOTAL PERSONNEL SERVICE WAGES** | | $ 3,320,556 | $ 5,252,520 | $ 6,214,627 | $ 6,692,519 | $ 6,904,555 | |

**AMBER CHARTER SCHOOL III**
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**
**July 1, 2019 - June 30, 2020**

***NOTE:** Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" **OR** "6) Pre-OP Cash Flow 1-Year."*
*The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

| | | DESCRIPTION OF ASSUMPTIONS |
|---|---|---|
| **Total Revenue** | **411,624** | |
| **Total Expenses** | **387,710** | |
| **Net Income** | **23,914** | |

| | START-UP PERIOD | |
|---|---|---|
| **REVENUE** | | |
| **REVENUES FROM STATE SOURCES** | | |
| **Grants** | | |
| Stimulus | - | |
| DYCD (Department of Youth and Community Developmt.) | - | |
| Other | - | |
| Other | - | |
| TOTAL REVENUE FROM STATE SOURCES | - | |
| **REVENUE FROM FEDERAL FUNDING** | | |
| **Grants** | | |
| Charter School Program (CSP) Planning & Implementation | 211,624 | CSP Grant |
| Other | - | |
| Other | - | |
| TOTAL REVENUE FROM FEDERAL SOURCES | **211,624** | |
| **LOCAL and OTHER REVENUE** | | |
| Contributions and Donations | 200,000 | Amber Schools Foundation Contribution |
| Fundraising | - | |
| Erate Reimbursement | - | |
| Earnings on Investments | - | |
| Interest Income | - | |
| Food Service (Income from meals) | - | |
| Text Book | - | |
| OTHER | - | |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | **200,000** | |
| **TOTAL REVENUE** | **411,624** | |

**EXPENSES**

| | FTE No. of Positions | | |
|---|---|---|---|
| **ADMINISTRATIVE STAFF PERSONNEL COSTS** | | | |
| Executive Management | - | - | |
| Instructional Management | 1.00 | 127,500 | Principal Starting in July |
| Deans, Directors & Coordinators | - | - | |
| CFO / Director of Finance | - | - | |
| Operation / Business Manager | 0.50 | 42,330 | Director of Operations Starting in January |
| Administrative Staff | - | - | |
| TOTAL ADMINISTRATIVE STAFF | **1.50** | 169,830 | |
| | | | |
| **INSTRUCTIONAL PERSONNEL COSTS** | | | |
| Teachers - Regular | - | - | |
| Teachers - SPED | - | - | |
| Substitute Teachers | - | - | |
| Teaching Assistants | - | - | |
| Specialty Teachers | - | - | |
| Aides | - | - | |
| Therapists & Counselors | - | - | |
| Other | - | - | |
| TOTAL INSTRUCTIONAL | **-** | **-** | |
| | | | |
| **NON-INSTRUCTIONAL PERSONNEL COSTS** | | | |
| Nurse | - | - | |
| Librarian | - | - | |
| Custodian | - | - | |
| Security | - | - | |
| Other | - | - | |
| TOTAL NON-INSTRUCTIONAL | - | **-** | |
| | | | |
| **SUBTOTAL PERSONNEL SERVICE COSTS** | **1.50** | **169,830** | |
| | | | |
| **PAYROLL TAXES AND BENEFITS** | | | |
| Payroll Taxes | | 2,544 | |
| Fringe / Employee Benefits | | 31,232 | |
| Retirement / Pension | | 6,793 | |
| TOTAL PAYROLL TAXES AND BENEFITS | | **40,569** | |
| | | | |
| **TOTAL PERSONNEL SERVICE COSTS** | **1.50** | **210,399** | |
| | | | |
| **CONTRACTED SERVICES** | | | |
| Accounting / Audit | | - | |
| Legal | | 6,630 | To Apply for Lease Assistance |
| Management Company Fee | | - | |
| Nurse Services | | - | |
| Food Service / School Lunch | | - | |
| Payroll Services | | 2,514 | PEO - Per Staff |
| Special Ed Services | | - | |
| Titlement Services (i.e. Title I) | | - | |
| Other Purchased / Professional / Consulting | | 149,426 | $5K for grant services, erate consultant $3K, curriculum |
| TOTAL CONTRACTED SERVICES | | **158,570** | |

| | | |
|---|---|---|
| **SCHOOL OPERATIONS** | | |
| Board Expenses | - | |
| Classroom / Teaching Supplies & Materials | - | |
| Special Ed Supplies & Materials | - | |
| Textbooks / Workbooks | - | |
| Supplies & Materials other | 5,134 | Per Staff |
| Equipment / Furniture | - | |
| Telephone | - | |
| Technology | 1,721 | Laptops for Principal & DOO |
| Student Testing & Assessment | - | |
| Field Trips | - | |
| Transportation (student) | - | |
| Student Services - other | - | |
| Office Expense | 250 | $125 Per Staff |
| Staff Development | - | |
| Staff Recruitment | 1,589 | Indeed, Charter School Jobs - Job Boards |
| Student Recruitment / Marketing | 4,008 | |
| School Meals / Lunch | 4,751 | |
| Travel (Staff) | 180 | |
| Fundraising | - | |
| Other | 1,108 | |
| TOTAL SCHOOL OPERATIONS | **18,741** | |
| | | |
| **FACILITY OPERATION & MAINTENANCE** | | |
| Insurance | - | |
| Janitorial | - | |
| Building and Land Rent / Lease / Facility Finance Interest | - | |
| Repairs & Maintenance | - | |
| Equipment / Furniture | - | |
| Security | - | |
| Utilities | - | |
| TOTAL FACILITY OPERATION & MAINTENANCE | **-** | |
| | | |
| **DEPRECIATION & AMORTIZATION** | - | |
| **DISSOLUTION ESCROW & RESERVES / CONTIGENCY** | - | |
| | | |
| **TOTAL EXPENSES** | **387,710** | |
| | | |
| **NET INCOME** | **23,914** | |

| PRE-OPENING CASH FLOW 6-MONTH | AMBER CHARTER SCHOOL III | | | | | | |
|---|---|---|---|---|---|---|---|
| ***NOTE:** *Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."* | PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE YEAR FOLLOWING PROPOSAL SUBMISSION<br>Do NOT complete this section. Complete tab "6) Pre-OP Cash Flow 1-Yr." | | | | | | |
| **Total Revenue** | - | - | - | - | - | - | - |
| **Total Expenses** | - | - | - | - | - | - | - |
| **Net Income** | - | - | - | - | - | - | - |
| **Cash Flow Adjustments** | - | - | - | - | - | - | - |
| **Beginning Cash Balance** | - | - | - | - | - | - | - |
| **Net Income** | - | - | - | - | - | - | - |

| | JAN | FEB | MAR | APR | MAY | JUN | TOTAL |
|---|---|---|---|---|---|---|---|
| **REVENUE** | | | | | | | |
| **REVENUES FROM STATE SOURCES** | | | | | | | |
| **Grants** | | | | | | | |
| Stimulus | - | - | - | - | - | - | - |
| DYCD (Department of Youth and Community Development) | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM STATE SOURCES | - | - | - | - | - | - | - |
| **REVENUE FROM FEDERAL FUNDING** | | | | | | | |
| **Grants** | | | | | | | |
| Charter School Program (CSP) Planning & Implementation | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM FEDERAL SOURCES | - | - | - | - | - | - | - |
| **LOCAL and OTHER REVENUE** | | | | | | | |
| Contributions and Donations | - | - | - | - | - | - | - |
| Fundraising | - | - | - | - | - | - | - |
| Erate Reimbursement | - | - | - | - | - | - | - |
| Earnings on Investments | - | - | - | - | - | - | - |
| Interest Income | - | - | - | - | - | - | - |
| Food Service (Income from meals) | - | - | - | - | - | - | - |
| Text Book | - | - | - | - | - | - | - |
| OTHER | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | - | - | - | - | - | - | - |
| **TOTAL REVENUE** | - | - | - | - | - | - | - |

| | Positions | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **EXPENSES** | | | | | | | | |
| **ADMINISTRATIVE PERSONNEL COSTS** | | | | | | | | |
| Executive Management | - | - | - | - | - | - | - | - |
| Instructional Management | - | - | - | - | - | - | - | - |
| Deans, Directors & Coordinators | - | - | - | - | - | - | - | - |
| CFO / Director of Finance | - | - | - | - | - | - | - | - |
| Operation / Business Manager | - | - | - | - | - | - | - | - |
| Administrative Staff | - | - | - | - | - | - | - | - |
| TOTAL ADMINISTRATIVE STAFF | - | - | - | - | - | - | - | - |
| **INSTRUCTIONAL PERSONNEL COSTS** | | | | | | | | |
| Teachers - Regular | - | - | - | - | - | - | - | - |
| Teachers - SPED | - | - | - | - | - | - | - | - |
| Substitute Teachers | - | - | - | - | - | - | - | - |
| Teaching Assistants | - | - | - | - | - | - | - | - |
| Specialty Teachers | - | - | - | - | - | - | - | - |
| Aides | - | - | - | - | - | - | - | - |
| Therapists & Counselors | - | - | - | - | - | - | - | - |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Other | - | - | - | - | - | - | - | - |
| TOTAL INSTRUCTIONAL | - | - | - | - | - | - | - | - |
| | | | | | | | | |
| **NON-INSTRUCTIONAL PERSONNEL COSTS** | | | | | | | | |
| Nurse | - | - | - | - | - | - | - | - |
| Librarian | - | - | - | - | - | - | - | - |
| Custodian | - | - | - | - | - | - | - | - |
| Security | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - |
| TOTAL NON-INSTRUCTIONAL | - | - | - | - | - | - | - | - |
| | | | | | | | | |
| **SUBTOTAL PERSONNEL SERVICE COSTS** | - | - | - | - | - | - | - | - |
| | | | | | | | | |
| **PAYROLL TAXES AND BENEFITS** | | | | | | | | |
| Payroll Taxes | | - | - | - | - | - | - | - |
| Fringe / Employee Benefits | | - | - | - | - | - | - | - |
| Retirement / Pension | | - | - | - | - | - | - | - |
| TOTAL PAYROLL TAXES AND BENEFITS | | - | - | - | - | - | - | - |
| | | | | | | | | |
| **TOTAL PERSONNEL SERVICE COSTS** | - | - | - | - | - | - | - | - |
| | | | | | | | | |
| **CONTRACTED SERVICES** | | | | | | | | |
| Accounting / Audit | | - | - | - | - | - | - | - |
| Legal | | - | - | - | - | - | - | - |
| Management Company Fee | | - | - | - | - | - | - | - |
| Nurse Services | | - | - | - | - | - | - | - |
| Food Service / School Lunch | | - | - | - | - | - | - | - |
| Payroll Services | | - | - | - | - | - | - | - |
| Special Ed Services | | - | - | - | - | - | - | - |
| Titlement Services (i.e. Title I) | | - | - | - | - | - | - | - |
| Other Purchased / Professional / Consulting | | - | - | - | - | - | - | - |
| TOTAL CONTRACTED SERVICES | | - | - | - | - | - | - | - |
| | | | | | | | | |
| **SCHOOL OPERATIONS** | | | | | | | | |
| Board Expenses | | - | - | - | - | - | - | - |
| Classroom / Teaching Supplies & Materials | | - | - | - | - | - | - | - |
| Special Ed Supplies & Materials | | - | - | - | - | - | - | - |
| Textbooks / Workbooks | | - | - | - | - | - | - | - |
| Supplies & Materials other | | - | - | - | - | - | - | - |
| Equipment / Furniture | | - | - | - | - | - | - | - |
| Telephone | | - | - | - | - | - | - | - |
| Technology | | - | - | - | - | - | - | - |
| Student Testing & Assessment | | - | - | - | - | - | - | - |
| Field Trips | | - | - | - | - | - | - | - |
| Transportation (student) | | - | - | - | - | - | - | - |
| Student Services - other | | - | - | - | - | - | - | - |
| Office Expense | | - | - | - | - | - | - | - |
| Staff Development | | - | - | - | - | - | - | - |
| Staff Recruitment | | - | - | - | - | - | - | - |
| Student Recruitment / Marketing | | - | - | - | - | - | - | - |
| School Meals / Lunch | | - | - | - | - | - | - | - |
| Travel (Staff) | | - | - | - | - | - | - | - |
| Fundraising | | - | - | - | - | - | - | - |
| Other | | - | - | - | - | - | - | - |
| TOTAL SCHOOL OPERATIONS | | - | - | - | - | - | - | - |
| | | | | | | | | |
| **FACILITY OPERATION & MAINTENANCE** | | | | | | | | |
| Insurance | | - | - | - | - | - | - | - |
| Janitorial | | - | - | - | - | - | - | - |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Building and Land Rent / Lease / Facility Finance Interest | - | - | - | - | - | - | - |
| Repairs & Maintenance | - | - | - | - | - | - | - |
| Equipment / Furniture | - | - | - | - | - | - | - |
| Security | - | - | - | - | - | - | - |
| Utilities | - | - | - | - | - | - | - |
| TOTAL FACILITY OPERATION & MAINTENANCE | - | - | - | - | - | - | - |
| | | | | | | | |
| **DEPRECIATION & AMORTIZATION** | - | - | - | - | - | - | - |
| **DISSOLUTION ESCROW & RESERVES / CONTIGENCY** | - | - | - | - | - | - | - |
| | | | | | | | |
| **TOTAL EXPENSES** | - | - | - | - | - | - | - |
| | | | | | | | |
| **NET INCOME** | - | - | - | - | - | - | - |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **CASH FLOW ADJUSTMENTS** | | | | | | | |
| OPERATING ACTIVITIES | | | | | | | |
| Description (e.g. Add Back Depreciation) | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - |
| Total Operating Activities | - | - | - | - | - | - | - |
| INVESTMENT ACTIVITIES | | | | | | | |
| Description (e.g. Subtract Property and Equipment Expenditures) | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - |
| Total Investment Activities | - | - | - | - | - | - | - |
| FINANCING ACTIVITIES | | | | | | | |
| Description (e.g. Add Expected Proceeds from a Loan) | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - |
| Total Financing Activities | - | - | - | - | - | - | - |
| **Total Cash Flow Adjustments** | - | - | - | - | - | - | - |
| **NET INCOME** | - | - | - | - | - | - | - |
| **Beginning Cash Balance** | - | - | - | - | - | - | - |
| **ENDING CASH BALANCE** | - | - | - | - | - | - | - |

## PRE-OPENING CASH FLOW 1-YEAR

## AMBER CHARTER SCHOOL III

***NOTE:***
*Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*

**PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION**
**July 1, 2019 - June 30, 2020**

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Total Revenue** | **58,991** | **16,667** | **56,305** | **16,667** | **49,533** | **16,667** | **44,115** | **16,667** | **51,339** | **16,667** | **51,339** | **16,667** | **411,624** |
| **Total Expenses** | **19,507** | **39,323** | **15,853** | **40,886** | **14,323** | **36,323** | **34,472** | **48,804** | **21,378** | **48,551** | **21,917** | **46,378** | **387,710** |
| **Net Income** | **39,485** | **(22,656)** | **40,453** | **(24,219)** | **35,211** | **(19,656)** | **9,643** | **(32,137)** | **29,962** | **(31,884)** | **29,423** | **(29,711)** | **23,914** |
| **Cash Flow Adjustments** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Beginning Cash Balance** | - | **39,485** | **16,829** | **57,282** | **33,063** | **68,273** | **48,617** | **58,261** | **26,124** | **56,086** | **24,202** | **53,624** | - |
| **Net Income** | **39,485** | **16,829** | **57,282** | **33,063** | **68,273** | **48,617** | **58,261** | **26,124** | **56,086** | **24,202** | **53,624** | **23,914** | **23,914** |

| | JUL | AUG | SEP | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUN | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **REVENUE** | | | | | | | | | | | | | |
| **REVENUES FROM STATE SOURCES** | | | | | | | | | | | | | |
| **Grants** | | | | | | | | | | | | | |
| Stimulus | - | - | - | - | - | - | - | - | - | - | - | - | - |
| DYCD (Department of Youth and Community Development) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM STATE SOURCES | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **REVENUE FROM FEDERAL FUNDING** | | | | | | | | | | | | | |
| **Grants** | | | | | | | | | | | | | |
| Charter School Program (CSP) Planning & Implementation | 42,325 | | 39,639 | | 32,867 | | 27,448 | | 34,673 | | 34,673 | | 211,624 |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM FEDERAL SOURCES | 42,325 | - | 39,639 | - | 32,867 | - | 27,448 | - | 34,673 | - | 34,673 | - | 211,624 |
| **LOCAL and OTHER REVENUE** | | | | | | | | | | | | | |
| Contributions and Donations | 16,667 | 16,667 | 16,667 | 16,667 | 16,667 | 16,667 | 16,667 | 16,667 | 16,667 | 16,667 | 16,667 | 16,667 | 200,000 |
| Fundraising | - | - | - | - | - | - | | | | | | | - |
| Erate Reimbursement | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Earnings on Investments | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Interest Income | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Food Service (Income from meals) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Text Book | - | - | - | - | - | - | - | - | - | - | - | - | - |
| OTHER | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | 16,667 | 16,667 | 16,667 | 16,667 | 16,667 | 16,667 | 16,667 | 16,667 | 16,667 | 16,667 | 16,667 | 16,667 | 200,000 |
| **TOTAL REVENUE** | **58,991** | **16,667** | **56,305** | **16,667** | **49,533** | **16,667** | **44,115** | **16,667** | **51,339** | **16,667** | **51,339** | **16,667** | **411,624** |
| **EXPENSES** | | | | | | | | | | | | | |
| **ADMINISTRATIVE PERSONNEL COSTS** | Positions | | | | | | | | | | | | |
| Executive Management | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Instructional Management | 1.00 | 10,625 | 10,625 | 10,625 | 10,625 | 10,625 | 10,625 | 10,625 | 10,625 | 10,625 | 10,625 | 10,625 | 127,500 |
| Deans, Directors & Coordinators | - | - | - | - | - | - | - | | | | | | - |
| CFO / Director of Finance | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Operation / Business Manager | 0.50 | - | - | - | - | - | 7,055 | 7,055 | 7,055 | 7,055 | 7,055 | 7,055 | 42,330 |
| Administrative Staff | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL ADMINISTRATIVE STAFF | 1.50 | 10,625 | 10,625 | 10,625 | 10,625 | 10,625 | 17,680 | 17,680 | 17,680 | 17,680 | 17,680 | 17,680 | 169,830 |
| **INSTRUCTIONAL PERSONNEL COSTS** | | | | | | | | | | | | | |
| Teachers - Regular | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Teachers - SPED | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Substitute Teachers | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Teaching Assistants | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Specialty Teachers | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Aides | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Therapists & Counselors | - | - | - | - | - | - | - | - | - | - | - | - | - |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL INSTRUCTIONAL | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **NON-INSTRUCTIONAL PERSONNEL COSTS** | | | | | | | | | | | | | | |
| Nurse | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Librarian | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Custodian | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Security | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL NON-INSTRUCTIONAL | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **SUBTOTAL PERSONNEL SERVICE COSTS** | 1.50 | 10,625 | 10,625 | 10,625 | 10,625 | 10,625 | 10,625 | 17,680 | 17,680 | 17,680 | 17,680 | 17,680 | 17,680 | 169,830 |
| **PAYROLL TAXES AND BENEFITS** | | | | | | | | | | | | | | |
| Payroll Taxes | | 212 | 212 | 212 | 212 | 212 | 212 | 212 | 212 | 212 | 212 | 212 | 212 | 2,544 |
| Fringe / Employee Benefits | | 2,603 | 2,603 | 2,603 | 2,603 | 2,603 | 2,603 | 2,603 | 2,603 | 2,603 | 2,603 | 2,603 | 2,603 | 31,232 |
| Retirement / Pension | | 566 | 566 | 566 | 566 | 566 | 566 | 566 | 566 | 566 | 566 | 566 | 566 | 6,793 |
| TOTAL PAYROLL TAXES AND BENEFITS | | 3,381 | 3,381 | 3,381 | 3,381 | 3,381 | 3,381 | 3,381 | 3,381 | 3,381 | 3,381 | 3,381 | 3,381 | 40,569 |
| **TOTAL PERSONNEL SERVICE COSTS** | 1.50 | 14,006 | 14,006 | 14,006 | 14,006 | 14,006 | 14,006 | 21,061 | 21,061 | 21,061 | 21,061 | 21,061 | 21,061 | 210,399 |
| **CONTRACTED SERVICES** | | | | | | | | | | | | | | |
| Accounting / Audit | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Legal | | - | - | - | - | - | - | 6,630 | - | - | - | - | - | 6,630 |
| Management Company Fee | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Nurse Services | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Food Service / School Lunch | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Payroll Services | | 210 | 210 | 210 | 210 | 210 | 210 | 210 | 210 | 210 | 210 | 210 | 210 | 2,514 |
| Special Ed Services | | - | - | - | - | - | - | - | - | - | - | - | | - |
| Titlement Services (i.e. Title I) | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Purchased / Professional / Consulting | | - | 25,000 | - | 25,000 | - | 22,000 | - | 27,426 | - | 25,000 | - | 25,000 | 149,426 |
| TOTAL CONTRACTED SERVICES | | 210 | 25,210 | 210 | 25,210 | 210 | 22,210 | 6,840 | 27,636 | 210 | 25,210 | 210 | 25,210 | 158,570 |
| **SCHOOL OPERATIONS** | | | | | | | | | | | | | | |
| Board Expenses | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Classroom / Teaching Supplies & Materials | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Special Ed Supplies & Materials | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Textbooks / Workbooks | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Supplies & Materials other | | 2,000 | - | 530 | - | - | - | 2,000 | - | - | 604 | - | - | 5,134 |
| Equipment / Furniture | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Telephone | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Technology | | 1,721 | - | - | - | - | - | - | - | - | - | - | - | 1,721 |
| Student Testing & Assessment | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Field Trips | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Transportation (student) | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Student Services - other | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Office Expense | | 63 | - | - | 63 | - | - | 63 | - | - | 61 | - | - | 250 |
| Staff Development | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Staff Recruitment | | 400 | - | - | - | - | - | 650 | - | - | - | 539 | - | 1,589 |
| Student Recruitment / Marketing | | | - | 1,000 | - | - | - | 2,000 | - | - | 1,008 | - | - | 4,008 |
| School Meals / Lunch | | 1,000 | - | | 1,500 | - | - | 1,751 | - | - | 500 | - | - | 4,751 |
| Travel (Staff) | | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 180 |
| Fundraising | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 92 | 1,108 |
| TOTAL SCHOOL OPERATIONS | | 5,291 | 107 | 1,637 | 1,670 | 107 | 107 | 6,571 | 107 | 107 | 2,280 | 646 | 107 | 18,741 |
| **FACILITY OPERATION & MAINTENANCE** | | | | | | | | | | | | | | |
| Insurance | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Janitorial | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Building and Land Rent / Lease / Facility Finance Interest | | - | - | - | - | - | - | - | - | - | - | - | - | - |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Repairs & Maintenance | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Equipment / Furniture | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Security | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Utilities | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL FACILITY OPERATION & MAINTENANCE | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | | | | | | | | | | | | | |
| **DEPRECIATION & AMORTIZATION** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **DISSOLUTION ESCROW & RESERVES / CONTIGENCY** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| | | | | | | | | | | | | | |
| **TOTAL EXPENSES** | **19,507** | **39,323** | **15,853** | **40,886** | **14,323** | **36,323** | **34,472** | **48,804** | **21,378** | **48,551** | **21,917** | **46,378** | 387,710 |
| | | | | | | | | | | | | | |
| **NET INCOME** | **39,485** | **(22,656)** | **40,453** | **(24,219)** | **35,211** | **(19,656)** | **9,643** | **(32,137)** | **29,962** | **(31,884)** | **29,423** | **(29,711)** | **23,914** |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **CASH FLOW ADJUSTMENTS** | | | | | | | | | | | | | |
| OPERATING ACTIVITIES | | | | | | | | | | | | | |
| Description (e.g. Add Back Depreciation) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Operating Activities | - | - | - | - | - | - | - | - | - | - | - | - | - |
| INVESTMENT ACTIVITIES | | | | | | | | | | | | | |
| Description (e.g. Subtract Property and Equipment Expenditures) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Investment Activities | - | - | - | - | - | - | - | - | - | - | - | - | - |
| FINANCING ACTIVITIES | | | | | | | | | | | | | |
| Description (e.g. Add Expected Proceeds from a Loan) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Financing Activities | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Total Cash Flow Adjustments** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **NET INCOME** | **39,485** | **(22,656)** | **40,453** | **(24,219)** | **35,211** | **(19,656)** | **9,643** | **(32,137)** | **29,962** | **(31,884)** | **29,423** | **(29,711)** | **23,914** |
| **Beginning Cash Balance** | **-** | **39,485** | **16,829** | **57,282** | **33,063** | **68,273** | **48,617** | **58,261** | **26,124** | **56,086** | **24,202** | **53,624** | - |
| **ENDING CASH BALANCE** | **39,485** | **16,829** | **57,282** | **33,063** | **68,273** | **48,617** | **58,261** | **26,124** | **56,086** | **24,202** | **53,624** | **23,914** | **23,914** |

| YEAR 1 BUDGET AND ASSUMPTION | | | AMBER CHARTER SCHOOL III<br>PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE<br>JULY 1, 2020 - JUNE 30, 2021 | | | | | | DESCRIPTION OF ASSUMPTIONS<br>*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.* |
|---|---|---|---|---|---|---|---|---|---|
| **Total Revenue** | | | **8,380,609** | **40,623** | **-** | **-** | **-** | **8,421,232** | |
| **Total Expenses** | | | **7,878,426** | **89,246** | **-** | **-** | **-** | **7,967,672** | |
| **Net Income** | | | **502,183** | **(48,623)** | **-** | **-** | **-** | **453,560** | |
| **Budgeted Student Enrollment** | | | **400** | **-** | | | | **400** | |
| | | | PROGRAM SERVICES | | | SUPPORT SERVICES | | | |
| | | | REGULAR EDUCATION | SPECIAL EDUCATION | OTHER | FUNDRAISING | MANAGEMENT & GENERAL | TOTAL | |
| **REVENUE** | | | | | | | | | |
| **REVENUES FROM STATE SOURCES** | | | | | | | | | |
| Per Pupil Revenue | | Basic Tuition (2018-19) | | | | | | | |
| PRIMARY School District: | NYC CHANCELLOR'S OFFICE | 15,307 | 6,214,642 | | | | | 6,214,642 | |
| Other District 1: | | - | - | | | | | - | |
| Other District 2: | | - | - | | | | | - | |
| Other District 3: | | - | - | | | | | - | |
| Other District 4: | | - | - | | | | | - | |
| Other District 5: | | - | - | | | | | - | |
| Other District 6: | | - | - | | | | | - | |
| Other District 7: | | - | - | | | | | - | |
| Other District 8: | | - | - | | | | | - | |
| Other District 9: | | - | - | | | | | - | |
| Other District 10: | | - | - | | | | | - | |
| Other District 11: | | - | - | | | | | - | |
| Other District 12: | | - | - | | | | | - | |
| Other District 13: | | - | - | | | | | - | |
| Other District 14: | | - | - | | | | | - | |
| Other School Districts' Revenue: | (Weighted Avg.) | - | - | | | | | - | |
| TOTAL Per Pupil Revenue | (Weighted Avg.) | 15,307 | 6,214,642 | | | | | 6,214,642 | |
| Special Education Revenue | | | | - | | | | - | |
| **Grants** | | | | | | | | | |
| Stimulus | | | - | - | - | - | - | - | |
| DYCD (Department of Youth and Community Development) | | | 239,000 | - | - | - | - | 239,000 | |
| Other | | | - | - | - | - | - | - | |
| Other | | | 1,034,285 | - | - | - | - | 1,034,285 | |
| TOTAL REVENUE FROM STATE SOURCES | | | 7,487,927 | - | - | - | - | 7,487,927 | |
| **REVENUE FROM FEDERAL FUNDING** | | | | | | | | | |
| IDEA Special Needs | | | - | 40,623 | - | | | 40,623 | |
| Title I | | | 205,636 | - | - | | | 205,636 | |
| Title Funding - Other | | | 70,296 | - | - | | | 70,296 | |
| School Food Service (Free Lunch) | | | 227,452 | - | - | | | 227,452 | |
| **Grants** | | | | | | | | | |
| Charter School Program (CSP) Planning & Implementation | | | 338,376 | - | - | - | - | 338,376 | |
| Other | | | - | - | - | - | - | - | |
| Other | | | - | - | - | - | - | - | |
| TOTAL REVENUE FROM FEDERAL SOURCES | | | 841,760 | 40,623 | - | - | - | 882,383 | |
| **LOCAL and OTHER REVENUE** | | | | | | | | | |
| Contributions and Donations | | | - | - | - | - | - | - | |
| Fundraising | | | - | - | - | - | - | - | |
| Erate Reimbursement | | | 24,240 | - | - | - | - | 24,240 | |
| Earnings on Investments | | | - | - | - | - | - | - | |
| Interest Income | | | - | - | - | - | - | - | |
| Food Service (Income from meals) | | | 4,866 | - | - | - | - | 4,866 | |
| Text Book | | | 21,816 | - | - | - | - | 21,816 | |
| OTHER | | | - | - | - | - | - | - | |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | | | 50,922 | - | - | - | - | 50,922 | |
| **TOTAL REVENUE** | | | **8,380,609** | **40,623** | **-** | **-** | **-** | **8,421,232** | |

| EXPENSES | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **ADMINISTRATIVE STAFF PERSONNEL COSTS** | Positions | | | | | | | |
| Executive Management | - | - | - | - | - | - | - | |
| Instructional Management | 2.00 | 232,010 | - | - | - | - | 232,010 | |
| Deans, Directors & Coordinators | 4.00 | 351,052 | - | - | - | - | 351,052 | |
| CFO / Director of Finance | - | | - | - | - | - | - | |
| Operation / Business Manager | 1.00 | 86,353 | - | - | - | | 86,353 | |
| Administrative Staff | 2.00 | 105,288 | - | - | - | | 105,288 | |
| TOTAL ADMINISTRATIVE STAFF | 9.00 | 774,703 | - | - | - | - | 774,703 | |
| **INSTRUCTIONAL PERSONNEL COSTS** | | | | | | | | |
| Teachers - Regular | 16.00 | 1,250,976 | - | - | - | - | 1,250,976 | |
| Teachers - SPED | 1.00 | - | 79,391 | - | - | - | 79,391 | |
| Substitute Teachers | - | - | - | - | - | - | - | |
| Teaching Assistants | 8.00 | 339,504 | - | - | - | - | 339,504 | |
| Specialty Teachers | 7.00 | 506,149 | - | - | - | - | 506,149 | |
| Aides | - | - | - | - | - | - | - | |
| Therapists & Counselors | 2.00 | 186,322 | - | - | - | - | 186,322 | |
| Other | 1.20 | 20,428 | - | - | - | - | 20,428 | |
| TOTAL INSTRUCTIONAL | 35.20 | 2,303,379 | 79,391 | - | - | - | 2,382,770 | |
| **NON-INSTRUCTIONAL PERSONNEL COSTS** | | | | | | | | |
| Nurse | - | - | - | - | - | - | - | |
| Librarian | - | - | - | - | - | - | - | |
| Custodian | 3.00 | 123,351 | - | - | - | - | 123,351 | |
| Security | 1.00 | 34,625 | - | - | - | - | 34,625 | |
| Other | 0.60 | 5,107 | - | - | - | - | 5,107 | |
| TOTAL NON-INSTRUCTIONAL | 4.60 | 163,083 | - | - | - | - | 163,083 | |
| **SUBTOTAL PERSONNEL SERVICE COSTS** | 48.80 | 3,241,165.20 | 79,391 | - | - | - | 3,320,556 | |
| **PAYROLL TAXES AND BENEFITS** | | | | | | | | |
| Payroll Taxes | | 49,931 | - | - | - | - | 49,931 | |
| Fringe / Employee Benefits | | 1,120,080 | - | - | - | - | 1,120,080 | |
| Retirement / Pension | | 133,527 | - | - | - | - | 133,527 | |
| TOTAL PAYROLL TAXES AND BENEFITS | | 1,303,538 | - | - | - | - | 1,303,538 | |
| **TOTAL PERSONNEL SERVICE COSTS** | 48.80 | 4,544,703 | 79,391 | - | - | - | 4,624,094 | |
| **CONTRACTED SERVICES** | | | | | | | | |
| Accounting / Audit | | - | - | - | - | - | - | Shared Support Team |
| Legal | | - | - | - | - | - | - | Shared Support Team |
| Management Company Fee | | 751,461 | - | - | - | - | 751,461 | % Per Pupil Funding - SST |
| Nurse Services | | - | - | - | - | - | - | |
| Food Service / School Lunch | | 222,797 | - | - | - | - | 222,797 | Per Enrollment |
| Payroll Services | | 83,418 | - | - | - | - | 83,418 | |
| Special Ed Services | | - | - | - | - | - | - | |
| Titlement Services (i.e. Title I) | | - | - | - | - | - | - | |
| Other Purchased / Professional / Consulting | | 143,101 | - | - | - | - | 143,101 | |
| TOTAL CONTRACTED SERVICES | | 1,200,777 | - | - | - | - | 1,200,777 | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **SCHOOL OPERATIONS** | | | | | | | |
| Board Expenses | - | - | - | - | - | - | |
| Classroom / Teaching Supplies & Materials | 31,136 | - | - | - | - | 31,136 | Per Enrollment |
| Special Ed Supplies & Materials | - | 9,855 | - | - | - | 9,855 | Per New Enrollment, 10% Replacement every year |
| Textbooks / Workbooks | 117,369 | - | - | - | - | 117,369 | |
| Supplies & Materials other | 6,443 | - | - | - | - | 6,443 | |
| Equipment / Furniture | 126,409 | - | - | - | - | 126,409 | Bookshelves, Elmos Etc (per new teachers) |
| Telephone | 26,218 | - | - | - | - | 26,218 | |
| Technology | 123,866 | - | - | - | - | 123,866 | Student Chromebooks 2:1 Per Enrollment |
| Student Testing & Assessment | 37,960 | - | - | - | - | 37,960 | |
| Field Trips | 38,928 | - | - | - | - | 38,928 | Per Enrollment |
| Transportation (student) | - | - | - | - | - | - | |
| Student Services - other | - | - | - | - | - | - | |
| Office Expense | 127,143 | - | - | - | - | 127,143 | |
| Staff Development | 54,408 | - | - | - | - | 54,408 | |
| Staff Recruitment | 5,055 | - | - | - | - | 5,055 | |
| Student Recruitment / Marketing | 9,143 | - | - | - | - | 9,143 | |
| School Meals / Lunch | - | - | - | - | - | - | |
| Travel (Staff) | 12,981 | - | - | - | - | 12,981 | |
| Fundraising | - | - | - | - | - | - | |
| Other | 25,734 | - | - | - | - | 25,734 | |
| TOTAL SCHOOL OPERATIONS | 742,793 | 9,855 | - | - | - | 752,648 | |
| **FACILITY OPERATION & MAINTENANCE** | | | | | | | |
| Insurance | 51,744 | - | - | - | - | 51,744 | |
| Janitorial | 107,808 | - | - | - | - | 107,808 | |
| Building and Land Rent / Lease / Facility Finance Interest | 1,034,285 | - | - | - | - | 1,034,285 | |
| Repairs & Maintenance | 29,807 | - | - | - | - | 29,807 | |
| Equipment / Furniture | - | - | - | - | - | - | |
| Security | 6,763 | - | - | - | - | 6,763 | |
| Utilities | 80,735 | - | - | - | - | 80,735 | |
| TOTAL FACILITY OPERATION & MAINTENANCE | 1,311,142 | - | - | - | - | 1,311,142 | |
| **DEPRECIATION & AMORTIZATION** | - | - | - | - | - | - | |
| **DISSOLUTION ESCROW & RESERVES / CONTIGENCY** | 79,011 | - | - | - | - | 79,011 | $25K for Escrow & 1% Contingency of Operating Exp |
| **TOTAL EXPENSES** | **7,878,426** | **89,246** | **-** | **-** | **-** | **7,967,672** | |
| **NET INCOME** | **502,183** | **(48,623)** | **-** | **-** | **-** | **453,560** | |

| | | | | |
|---|---|---|---|---|
| **ENROLLMENT - *School Districts Are Linked To Above Entries*** | | | | |
| PRIMARY School District: NYC CHANCELLOR'S OFFICE | 400 | | 400 | |
| Other District 1: | - | | - | |
| Other District 2: | - | | - | |
| Other District 3: | - | | - | |
| Other District 4: | - | | - | |
| Other District 5: | - | | - | |
| Other District 6: | - | | - | |
| Other District 7: | - | | - | |
| Other District 8: | - | | - | |
| Other District 9: | - | | - | |
| Other District 10: | - | | - | |
| Other District 11: | - | | - | |
| Other District 12: | - | | - | |
| Other District 13: | - | | - | |
| Other District 14: | - | | - | |
| All Other School Districts | - | | - | |
| **TOTAL ENROLLMENT** | **400** | | **400** | |
| **REVENUE PER PUPIL** | **20,952** | | **21,053** | |
| **EXPENSES PER PUPIL** | **19,696** | | **19,919** | |

## YEAR 1 CASH FLOW
*(FIRST YEAR OF CHARTER)*

**AMBER CHARTER SCHOOL III**
**PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS**
**JULY 1, 2020 - JUNE 30, 2021**

| | JUL | AUG | SEP | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUN | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Total Revenue** | 1,331,016 | - | 1,476,446 | 124,638 | 1,275,126 | 32,408 | 1,391,766 | 26,348 | 1,240,563 | 52,336 | 1,337,344 | 133,241 | 8,421,232 |
| **Total Expenses** | 594,694 | 441,103 | 732,024 | 684,655 | 684,655 | 684,655 | 684,655 | 684,655 | 703,635 | 703,635 | 684,655 | 684,655 | 7,967,672 |
| **Net Income** | 736,322 | (441,103) | 744,423 | (560,017) | 590,471 | (652,246) | 707,111 | (658,306) | 536,928 | (651,299) | 652,690 | (551,414) | 453,560 |
| **Cash Flow Adjustments** | - | - | - | - | - | - | - | - | - | - | - | 0 | 0 |
| **Beginning Cash Balance** | 0 | 736,322 | 295,218 | 1,039,641 | 479,624 | 1,070,096 | 417,850 | 1,124,961 | 466,655 | 1,003,583 | 352,284 | 1,004,974 | 0 |
| **Ending Cash Balance** | 736,322 | 295,218 | 1,039,641 | 479,624 | 1,070,096 | 417,850 | 1,124,961 | 466,655 | 1,003,583 | 352,284 | 1,004,974 | 453,560 | 453,560 |

*** Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."**

| | | Basic Tuition (2018-19) | JUL | AUG | SEP | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUN | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **REVENUE** | | | | | | | | | | | | | | | |
| **REVENUES FROM STATE SOURCES** | | | | | | | | | | | | | | | |
| Per Pupil Revenue | | | | | | | | | | | | | | | |
| PRIMARY School District: | NYC CHANCELLOR'S OFFICE | 15,307 | 1,035,774 | - | 1,035,774 | - | 1,035,774 | - | 1,035,774 | - | 1,035,774 | - | 1,035,774 | - | 6,214,642 |
| Other District 1: | | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other District 2: | | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other District 3: | | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other District 4: | | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other District 5: | | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other District 6: | | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other District 7: | | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other District 8: | | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other District 9: | | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other District 10: | | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other District 11: | | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other District 12: | | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other District 13: | | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other District 14: | | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other School Districts' Revenue: | (Weighted Avg.) | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL Per Pupil Revenue | (Weighted Avg.) | 15,307 | 1,035,774 | - | 1,035,774 | - | 1,035,774 | - | 1,035,774 | - | 1,035,774 | - | 1,035,774 | - | 6,214,642 |
| Special Education Revenue | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **Grants** | | | | | | | | | | | | | | | |
| Stimulus | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| DYCD (Department of Youth and Community Developmt.) | | | - | - | 239,000 | - | - | - | - | - | - | - | - | - | 239,000 |
| Other | | | - | - | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 487 | 4,866 |
| Other | | | 172,381 | - | 172,381 | - | 172,381 | - | 172,381 | - | 172,381 | - | 172,381 | - | 1,034,285 |
| TOTAL REVENUE FROM STATE SOURCES | | | 1,208,155 | - | 1,447,641 | 487 | 1,208,641 | 487 | 1,208,641 | 487 | 1,208,641 | 487 | 1,208,641 | 487 | 7,492,793 |
| **REVENUE FROM FEDERAL FUNDING** | | | | | | | | | | | | | | | |
| IDEA Special Needs | | | - | - | - | - | 40,623 | - | - | - | - | - | - | - | 40,623 |
| Title I | | | 41,127 | - | | 32,902 | - | - | 52,643 | | - | - | 78,964 | - | 205,636 |
| Title Funding - Other | | | 14,059 | - | - | 11,247 | - | - | 17,996 | - | - | - | 26,994 | - | 70,296 |
| School Food Service (Free Lunch) | | | - | - | 22,745 | 22,745 | 22,745 | 22,745 | 22,745 | 22,745 | 22,745 | 22,745 | 22,745 | 22,745 | 227,452 |
| **Grants** | | | | | | | | | | | | | | | |
| Charter School Program (CSP) Planning & Implementation | | | 67,675 | - | - | 54,140 | - | - | 86,624 | - | - | 25,987 | - | 103,949 | 338,376 |
| Other | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| TOTAL REVENUE FROM FEDERAL SOURCES | | | 122,862 | - | 22,745 | 121,034 | 63,368 | 22,745 | 180,008 | 22,745 | 22,745 | 48,732 | 128,703 | 126,694 | 882,383 |
| **LOCAL and OTHER REVENUE** | | | | | | | | | | | | | | | |
| Contributions and Donations | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Fundraising | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Erate Reimbursement | | | | - | 6,060 | - | - | 6,060 | - | - | 6,060 | - | - | 6,060 | 24,240 |
| Earnings on Investments | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Interest Income | | | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Food Service (Income from meals) | | | - | - | | | | | | | | | | | - |
| Text Book | | | - | - | - | 3,117 | 3,117 | 3,117 | 3,117 | 3,117 | 3,117 | 3,117 | - | - | 21,816 |
| OTHER | | | | | | | | | | | | | | - | - |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | | | - | - | 6,060 | 3,117 | 3,117 | 9,177 | 3,117 | 3,117 | 9,177 | 3,117 | - | 6,060 | 46,056 |
| **TOTAL REVENUE** | | | 1,331,016 | - | 1,476,446 | 124,638 | 1,275,126 | 32,408 | 1,391,766 | 26,348 | 1,240,563 | 52,336 | 1,337,344 | 133,241 | 8,421,232 |

| EXPENSES | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **ADMINISTRATIVE STAFF PERSONNEL COSTS** | No. of Positions | | | | | | | | | | | | | | |
| Executive Management | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Instructional Management | 2.00 | 19,334 | 19,334 | 19,334 | 19,334 | 19,334 | 19,334 | 19,334 | 19,334 | 19,334 | 19,334 | 19,334 | 19,334 | 232,010 | |
| Deans, Directors & Coordinators | 4.00 | 29,254 | 29,254 | 29,254 | 29,254 | 29,254 | 29,254 | 29,254 | 29,254 | 29,254 | 29,254 | 29,254 | 29,254 | 351,052 | |
| CFO / Director of Finance | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Operation / Business Manager | 1.00 | 7,196 | 7,196 | 7,196 | 7,196 | 7,196 | 7,196 | 7,196 | 7,196 | 7,196 | 7,196 | 7,196 | 7,196 | 86,353 | |
| Administrative Staff | 2.00 | 8,774 | 8,774 | 8,774 | 8,774 | 8,774 | 8,774 | 8,774 | 8,774 | 8,774 | 8,774 | 8,774 | 8,774 | 105,288 | |
| TOTAL ADMINISTRATIVE STAFF | 9.00 | 64,559 | 64,559 | 64,559 | 64,559 | 64,559 | 64,559 | 64,559 | 64,559 | 64,559 | 64,559 | 64,559 | 64,559 | 774,703 | |
| **INSTRUCTIONAL PERSONNEL COSTS** | | | | | | | | | | | | | | | |
| Teachers - Regular | 16.00 | | | 125,098 | 125,098 | 125,098 | 125,098 | 125,098 | 125,098 | 125,098 | 125,098 | 125,098 | 125,098 | 1,250,976 | |
| Teachers - SPED | 1.00 | | | 7,939 | 7,939 | 7,939 | 7,939 | 7,939 | 7,939 | 7,939 | 7,939 | 7,939 | 7,939 | 79,391 | |
| Substitute Teachers | - | | | - | - | - | - | - | - | - | - | - | - | - | |
| Teaching Assistants | 8.00 | | | 33,950 | 33,950 | 33,950 | 33,950 | 33,950 | 33,950 | 33,950 | 33,950 | 33,950 | 33,950 | 339,504 | |
| Specialty Teachers | 7.00 | | | 50,615 | 50,615 | 50,615 | 50,615 | 50,615 | 50,615 | 50,615 | 50,615 | 50,615 | 50,615 | 506,149 | |
| Aides | - | | | - | - | - | - | - | - | - | - | - | - | - | |
| Therapists & Counselors | 2.00 | | | 18,632 | 18,632 | 18,632 | 18,632 | 18,632 | 18,632 | 18,632 | 18,632 | 18,632 | 18,632 | 186,322 | |
| Other | 1.20 | | | 2,043 | 2,043 | 2,043 | 2,043 | 2,043 | 2,043 | 2,043 | 2,043 | 2,043 | 2,043 | 20,428 | |
| TOTAL INSTRUCTIONAL | 35.20 | - | - | 238,277 | 238,277 | 238,277 | 238,277 | 238,277 | 238,277 | 238,277 | 238,277 | 238,277 | 238,277 | 2,382,770 | |
| **NON-INSTRUCTIONAL PERSONNEL COSTS** | | | | | | | | | | | | | | | |
| Nurse | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Librarian | - | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Custodian | 3.00 | 10,279 | 10,279 | 10,279 | 10,279 | 10,279 | 10,279 | 10,279 | 10,279 | 10,279 | 10,279 | 10,279 | 10,279 | 123,351 | |
| Security | 1.00 | 2,885 | 2,885 | 2,885 | 2,885 | 2,885 | 2,885 | 2,885 | 2,885 | 2,885 | 2,885 | 2,885 | 2,885 | 34,625 | |
| Other | 0.60 | | | 511 | 511 | 511 | 511 | 511 | 511 | 511 | 511 | 511 | 511 | 5,107 | |
| TOTAL NON-INSTRUCTIONAL | 4.60 | 13,165 | 13,165 | 13,675 | 13,675 | 13,675 | 13,675 | 13,675 | 13,675 | 13,675 | 13,675 | 13,675 | 13,675 | 163,083 | |
| **SUBTOTAL PERSONNEL SERVICE COSTS** | 48.80 | 77,723 | 77,723 | 316,511 | 316,511 | 316,511 | 316,511 | 316,511 | 316,511 | 316,511 | 316,511 | 316,511 | 316,511 | 3,320,556 | |
| **PAYROLL TAXES AND BENEFITS** | | | | | | | | | | | | | | | |
| Payroll Taxes | | 4,161 | 4,161 | 4,161 | 4,161 | 4,161 | 4,161 | 4,161 | 4,161 | 4,161 | 4,161 | 4,161 | 4,161 | 49,931 | |
| Fringe / Employee Benefits | | 93,340 | 93,340 | 93,340 | 93,340 | 93,340 | 93,340 | 93,340 | 93,340 | 93,340 | 93,340 | 93,340 | 93,340 | 1,120,080 | |
| Retirement / Pension | | 11,127 | 11,127 | 11,127 | 11,127 | 11,127 | 11,127 | 11,127 | 11,127 | 11,127 | 11,127 | 11,127 | 11,127 | 133,527 | |
| TOTAL PAYROLL TAXES AND BENEFITS | | 108,628 | 108,628 | 108,628 | 108,628 | 108,628 | 108,628 | 108,628 | 108,628 | 108,628 | 108,628 | 108,628 | 108,628 | 1,303,538 | |
| **TOTAL PERSONNEL SERVICE COSTS** | 48.80 | 186,351 | 186,351 | 425,139 | 425,139 | 425,139 | 425,139 | 425,139 | 425,139 | 425,139 | 425,139 | 425,139 | 425,139 | 4,624,094 | |
| **CONTRACTED SERVICES** | | | | | | | | | | | | | | | |
| Accounting / Audit | | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Legal | | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Management Company Fee | | 62,622 | 62,622 | 62,622 | 62,622 | 62,622 | 62,622 | 62,622 | 62,622 | 62,622 | 62,622 | 62,622 | 62,622 | 751,461 | |
| Nurse Services | | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Food Service / School Lunch | | | | 22,280 | 22,280 | 22,280 | 22,280 | 22,280 | 22,280 | 22,280 | 22,280 | 22,280 | 22,280 | 222,797 | |
| Payroll Services | | 6,952 | 6,952 | 6,952 | 6,952 | 6,952 | 6,952 | 6,952 | 6,952 | 6,952 | 6,952 | 6,952 | 6,952 | 83,418 | |
| Special Ed Services | | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Titlement Services (i.e. Title I) | | - | - | - | - | - | - | - | - | - | - | - | - | - | |
| Other Purchased / Professional / Consulting | | 11,925 | 11,925 | 11,925 | 11,925 | 11,925 | 11,925 | 11,925 | 11,925 | 11,925 | 11,925 | 11,925 | 11,925 | 143,101 | |
| TOTAL CONTRACTED SERVICES | | 81,498 | 81,498 | 103,778 | 103,778 | 103,778 | 103,778 | 103,778 | 103,778 | 103,778 | 103,778 | 103,778 | 103,778 | 1,200,777 | |

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **SCHOOL OPERATIONS** | | | | | | | | | | | | | |
| Board Expenses | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Classroom / Teaching Supplies & Materials | 2,595 | 2,595 | 2,595 | 2,595 | 2,595 | 2,595 | 2,595 | 2,595 | 2,595 | 2,595 | 2,595 | 2,595 | 31,136 |
| Special Ed Supplies & Materials | 821 | 821 | 821 | 821 | 821 | 821 | 821 | 821 | 821 | 821 | 821 | 821 | 9,855 |
| Textbooks / Workbooks | 75,000 | 10,000 | 32,369 | | | | | | | | | | 117,369 |
| Supplies & Materials other | 537 | 537 | 537 | 537 | 537 | 537 | 537 | 537 | 537 | 537 | 537 | 537 | 6,443 |
| Equipment / Furniture | 100,000 | 11,409 | 15,000 | - | - | - | - | - | - | - | - | - | 126,409 |
| Telephone | 2,185 | 2,185 | 2,185 | 2,185 | 2,185 | 2,185 | 2,185 | 2,185 | 2,185 | 2,185 | 2,185 | 2,185 | 26,218 |
| Technology | 10,322 | 10,322 | 10,322 | 10,322 | 10,322 | 10,322 | 10,322 | 10,322 | 10,322 | 10,322 | 10,322 | 10,322 | 123,866 |
| Student Testing & Assessment | | - | | - | - | - | - | - | 18,980 | 18,980 | - | - | 37,960 |
| Field Trips | - | - | 3,893 | 3,893 | 3,893 | 3,893 | 3,893 | 3,893 | 3,893 | 3,893 | 3,893 | 3,893 | 38,928 |
| Transportation (student) | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Student Services - other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Office Expense | 10,595 | 10,595 | 10,595 | 10,595 | 10,595 | 10,595 | 10,595 | 10,595 | 10,595 | 10,595 | 10,595 | 10,595 | 127,143 |
| Staff Development | 4,534 | 4,534 | 4,534 | 4,534 | 4,534 | 4,534 | 4,534 | 4,534 | 4,534 | 4,534 | 4,534 | 4,534 | 54,408 |
| Staff Recruitment | 421 | 421 | 421 | 421 | 421 | 421 | 421 | 421 | 421 | 421 | 421 | 421 | 5,055 |
| Student Recruitment / Marketing | 762 | 762 | 762 | 762 | 762 | 762 | 762 | 762 | 762 | 762 | 762 | 762 | 9,143 |
| School Meals / Lunch | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Travel (Staff) | 1,082 | 1,082 | 1,082 | 1,082 | 1,082 | 1,082 | 1,082 | 1,082 | 1,082 | 1,082 | 1,082 | 1,082 | 12,981 |
| Fundraising | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | 2,145 | 2,145 | 2,145 | 2,145 | 2,145 | 2,145 | 2,145 | 2,145 | 2,145 | 2,145 | 2,145 | 2,145 | 25,734 |
| TOTAL SCHOOL OPERATIONS | 210,999 | 57,408 | 87,260 | 39,891 | 39,891 | 39,891 | 39,891 | 39,891 | 58,871 | 58,871 | 39,891 | 39,891 | 752,648 |
| **FACILITY OPERATION & MAINTENANCE** | | | | | | | | | | | | | |
| Insurance | 4,312 | 4,312 | 4,312 | 4,312 | 4,312 | 4,312 | 4,312 | 4,312 | 4,312 | 4,312 | 4,312 | 4,312 | 51,744 |
| Janitorial | 8,984 | 8,984 | 8,984 | 8,984 | 8,984 | 8,984 | 8,984 | 8,984 | 8,984 | 8,984 | 8,984 | 8,984 | 107,808 |
| Building and Land Rent / Lease / Facility Finance Interest | 86,190 | 86,190 | 86,190 | 86,190 | 86,190 | 86,190 | 86,190 | 86,190 | 86,190 | 86,190 | 86,190 | 86,190 | 1,034,285 |
| Repairs & Maintenance | 2,484 | 2,484 | 2,484 | 2,484 | 2,484 | 2,484 | 2,484 | 2,484 | 2,484 | 2,484 | 2,484 | 2,484 | 29,807 |
| Equipment / Furniture | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Security | 564 | 564 | 564 | 564 | 564 | 564 | 564 | 564 | 564 | 564 | 564 | 564 | 6,763 |
| Utilities | 6,728 | 6,728 | 6,728 | 6,728 | 6,728 | 6,728 | 6,728 | 6,728 | 6,728 | 6,728 | 6,728 | 6,728 | 80,735 |
| TOTAL FACILITY OPERATION & MAINTENANCE | 109,262 | 109,262 | 109,262 | 109,262 | 109,262 | 109,262 | 109,262 | 109,262 | 109,262 | 109,262 | 109,262 | 109,262 | 1,311,142 |
| **DEPRECIATION & AMORTIZATION** | - | - | - | - | - | - | - | - | - | - | - | - | - |
| **DISSOLUTION ESCROW & RESERVES / CONTIGENCY** | 6,584 | 6,584 | 6,584 | 6,584 | 6,584 | 6,584 | 6,584 | 6,584 | 6,584 | 6,584 | 6,584 | 6,584 | 79,011 |
| **TOTAL EXPENSES** | **594,694** | **441,103** | **732,024** | **684,655** | **684,655** | **684,655** | **684,655** | **684,655** | **703,635** | **703,635** | **684,655** | **684,655** | 7,967,672 |
| **NET INCOME** | **736,322** | **(441,103)** | **744,423** | **(560,017)** | **590,471** | **(652,246)** | **707,111** | **(658,306)** | **536,928** | **(651,299)** | **652,690** | **(551,414)** | **453,560** |
| **CASH FLOW ADJUSTMENTS** | | | | | | | | | | | | | |
| OPERATING ACTIVITIES | | | | | | | | | | | | | |
| Example - Add Back Depreciation | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Operating Activities | - | - | - | - | - | - | - | - | - | - | - | - | - |
| INVESTMENT ACTIVITIES | | | | | | | | | | | | | |
| Example - Subtract Property and Equipment Expenditures | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total Investment Activities | - | - | - | - | - | - | - | - | - | - | - | - | - |
| FINANCING ACTIVITIES | | | | | | | | | | | | | |
| Example - Add Expected Proceeds from a Loan or Line of Credit | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other | - | - | - | - | - | - | - | - | - | - | - | 0 | 0 |
| Total Financing Activities | - | - | - | - | - | - | - | - | - | - | - | 0 | 0 |
| **Total Cash Flow Adjustments** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **-** | **0** | **0** |
| **NET INCOME** | **736,322** | **(441,103)** | **744,423** | **(560,017)** | **590,471** | **(652,246)** | **707,111** | **(658,306)** | **536,928** | **(651,299)** | **652,690** | **(551,414)** | **453,560** |
| **Beginning Cash Balance** | **0** | **736,322** | **295,218** | **1,039,641** | **479,624** | **1,070,096** | **417,850** | **1,124,961** | **466,655** | **1,003,583** | **352,284** | **1,004,974** | **0** |
| **ENDING CASH BALANCE** | **736,322** | **295,218** | **1,039,641** | **479,624** | **1,070,096** | **417,850** | **1,124,961** | **466,655** | **1,003,583** | **352,284** | **1,004,974** | **453,560** | **453,560** |

| 5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS | | AMBER CHARTER SCHOOL III<br>PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD<br>2020-21 THROUGH 2024-25 | | | | | DESCRIPTION OF ASSUMPTIONS |
|---|---|---|---|---|---|---|---|
| *NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations. | | | | | | | *NOTE: State assumptions that are being made in the section provided below. |
| **Total Revenue** | | | **8,421,232** | **12,144,133** | **16,211,093** | **18,510,876** | **19,231,515** | |
| **Total Expenses** | | | **7,967,672** | **11,992,425** | **15,405,729** | **16,951,503** | **17,617,663** | |
| **Net Income (Before Cash Flow Adjustments)** | | | **453,560** | **151,708** | **805,364** | **1,559,373** | **1,613,852** | |
| **Budgeted Student Enrollment** | | | **400** | **610** | **802** | **902** | **923** | |
| | | | **Year 1<br>2020-21** | **Year 2<br>2021-22** | **Year 3<br>2022-23** | **Year 4<br>2023-24** | **Year 5<br>2024-25** | |
| **REVENUE** | | | **Per Pupil Revenue Percentage Increase** | | | | | |
| **REVENUES FROM STATE SOURCES** | | | **1.5%** | **1.5%** | **1.5%** | **1.5%** | **1.5%** | |
| Per Pupil Revenue | | Basic Tuition (2018-19) | | | | | | |
| PRIMARY School District: | NYC CHANCELLOR'S OFFICE | 15,307 | 6,214,642 | 9,619,489 | 12,836,972 | 14,654,155 | 15,220,257 | |
| Other District 1: | | - | - | - | - | - | - | |
| Other District 2: | | - | - | - | - | - | - | |
| Other District 3: | | - | - | - | - | - | - | |
| Other District 4: | | - | - | - | - | - | - | |
| Other District 5: | | - | - | - | - | - | - | |
| Other District 6: | | - | - | - | - | - | - | |
| Other District 7: | | - | - | - | - | - | - | |
| Other District 8: | | - | - | - | - | - | - | |
| Other District 9: | | - | - | - | - | - | - | |
| Other District 10: | | - | - | - | - | - | - | |
| Other District 11: | | - | - | - | - | - | - | |
| Other District 12: | | - | - | - | - | - | - | |
| Other District 13: | | - | - | - | - | - | - | |
| Other District 14: | | - | - | - | - | - | - | |
| Other School Districts' Revenue: | (Weighted Avg.) | - | - | - | - | - | - | |
| TOTAL Per Pupil Revenue | (Weighted Avg.) | 15,307 | 6,214,642 | 9,619,489 | 12,836,972 | 14,654,155 | 15,220,257 | |
| Special Education Revenue | | | - | - | - | - | - | |
| **Grants** | | | | | | | | |
| Stimulus | | | - | - | - | - | - | |
| DYCD (Department of Youth and Community Developmt.) | | | 239,000 | - | - | - | - | |
| Other | | | 4,866 | 7,494 | 9,952 | 11,305 | 11,683 | State Meals Reimbursement |
| Other | | | 1,034,285 | 1,608,830 | 2,157,521 | 2,475,069 | 2,583,346 | Lease Assistance |
| TOTAL REVENUE FROM STATE SOURCES | | | 7,492,793 | 11,235,813 | 15,004,445 | 17,140,529 | 17,815,286 | |
| **REVENUE FROM FEDERAL FUNDING** | | | | | | | | |
| IDEA Special Needs | | | 40,623 | 62,045 | 82,879 | 93,917 | 96,918 | |
| Title I | | | 205,636 | 316,731 | 420,587 | 477,760 | 493,772 | |
| Title Funding - Other | | | 70,296 | 108,273 | 143,776 | 163,221 | 168,794 | |
| School Food Service (Free Lunch) | | | 227,452 | 350,333 | 465,208 | 528,446 | 546,156 | Federal Meals Reimbursement |
| **Grants** | | | | | | | | |
| Charter School Program (CSP) Planning & Implementation | | | 338,376 | - | - | - | - | |
| Other | | | - | - | - | - | - | |
| Other | | | - | - | - | - | - | |
| TOTAL REVENUE FROM FEDERAL SOURCES | | | 882,383 | 837,382 | 1,112,450 | 1,263,344 | 1,305,640 | |
| **LOCAL and OTHER REVENUE** | | | | | | | | |
| Contributions and Donations | | | - | - | - | - | - | |
| Fundraising | | | - | - | - | - | - | |
| Erate Reimbursement | | | 24,240 | 37,336 | 49,578 | 56,317 | 58,205 | |
| Earnings on Investments | | | - | - | - | - | - | |
| Interest Income | | | - | - | - | - | - | |
| Food Service (Income from meals) | | | - | - | - | - | - | |
| Text Book | | | 21,816 | 33,602 | 44,620 | 50,686 | 52,384 | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| OTHER | | - | - | - | - | - | |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES | | 46,056 | 70,938 | 94,198 | 107,003 | 110,589 | |
| **TOTAL REVENUE** | | **8,421,232** | **12,144,133** | **16,211,093** | **18,510,876** | **19,231,515** | |

| EXPENSES | | | | | | | |
|---|---|---|---|---|---|---|---|
| **ADMINISTRATIVE STAFF PERSONNEL COSTS** | Year 1 No. of | | | | | | ***NOTE:*** *For all 5-Years of FTE/Staffing detail please see the 'Staffing'* |
| Executive Management | - | - | - | - | - | - | |
| Instructional Management | 2.00 | 232,010 | 352,655 | 359,708 | 366,902 | 374,241 | |
| Deans, Directors & Coordinators | 4.00 | 351,052 | 533,599 | 632,034 | 644,675 | 657,568 | |
| CFO / Director of Finance | - | - | - | - | - | - | |
| Operation / Business Manager | 1.00 | 86,353 | 174,433 | 177,922 | 181,480 | 185,110 | |
| Administrative Staff | 2.00 | 105,288 | 160,038 | 163,239 | 166,503 | 169,833 | |
| TOTAL ADMINISTRATIVE STAFF | 9.00 | 774,703 | 1,220,725 | 1,332,903 | 1,359,561 | 1,386,752 | |
| **INSTRUCTIONAL PERSONNEL COSTS** | | | | | | | |
| Teachers - Regular | 16.00 | 1,250,976 | 1,979,670 | 2,644,751 | 3,010,390 | 3,148,784 | |
| Teachers - SPED | 1.00 | 79,391 | 239,761 | 244,556 | 249,447 | 254,436 | |
| Substitute Teachers | - | - | - | - | - | - | |
| Teaching Assistants | 8.00 | 339,504 | 516,046 | 526,367 | 536,894 | 547,632 | |
| Specialty Teachers | 7.00 | 506,149 | 805,500 | 893,917 | 911,795 | 930,031 | |
| Aides | - | - | - | - | - | - | |
| Therapists & Counselors | 2.00 | 186,322 | 283,209 | 288,874 | 294,651 | 300,544 | |
| Other | 1.20 | 20,428 | 41,265 | 113,588 | 156,715 | 159,850 | |
| TOTAL INSTRUCTIONAL | 35.20 | 2,382,770 | 3,865,450 | 4,712,052 | 5,159,893 | 5,341,277 | |
| **NON-INSTRUCTIONAL PERSONNEL COSTS** | | | | | | | |
| Nurse | - | - | - | - | - | - | |
| Librarian | - | - | - | - | - | - | |
| Custodian | 3.00 | 123,351 | 125,818 | 128,334 | 130,901 | 133,519 | |
| Security | 1.00 | 34,625 | 35,318 | 36,024 | 36,744 | 37,479 | |
| Other | 0.60 | 5,107 | 5,209 | 5,314 | 5,420 | 5,528 | |
| TOTAL NON-INSTRUCTIONAL | 4.60 | 163,083 | 166,345 | 169,672 | 173,065 | 176,527 | |
| **SUBTOTAL PERSONNEL SERVICE COSTS** | 48.80 | 3,320,556 | 5,252,520 | 6,214,627 | 6,692,519 | 6,904,555 | |
| **PAYROLL TAXES AND BENEFITS** | | | | | | | |
| Payroll Taxes | | 49,931 | 78,364 | 90,173 | 97,820 | 101,242 | |
| Fringe / Employee Benefits | | 1,120,080 | 1,788,434 | 2,116,401 | 2,319,547 | 2,446,099 | |
| Retirement / Pension | | 133,527 | 209,251 | 240,782 | 261,202 | 270,340 | |
| TOTAL PAYROLL TAXES AND BENEFITS | | 1,303,538 | 2,076,049 | 2,447,356 | 2,678,569 | 2,817,681 | |
| **TOTAL PERSONNEL SERVICE COSTS** | 48.80 | 4,624,094 | 7,328,569 | 8,661,983 | 9,371,088 | 9,722,236 | |
| **CONTRACTED SERVICES** | | | | | | | |
| Accounting / Audit | | - | - | - | - | - | |
| Legal | | - | - | - | - | - | |
| Management Company Fee | | 751,461 | 1,127,004 | 2,106,986 | 2,406,904 | 2,501,613 | |
| Nurse Services | | - | - | - | - | - | |
| Food Service / School Lunch | | 222,797 | 346,561 | 464,756 | 533,159 | 556,484 | |
| Payroll Services | | 83,418 | 130,767 | 158,636 | 173,419 | 178,738 | |
| Special Ed Services | | - | - | - | - | - | |
| Titlement Services (i.e. Title I) | | - | - | - | - | - | |
| Other Purchased / Professional / Consulting | | 143,101 | 226,831 | 295,518 | 333,425 | 347,623 | |
| TOTAL CONTRACTED SERVICES | | 1,200,777 | 1,831,163 | 3,025,896 | 3,446,907 | 3,584,458 | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **SCHOOL OPERATIONS** | | | | | | |
| Board Expenses | - | - | - | - | - | |
| Classroom / Teaching Supplies & Materials | 31,136 | 32,877 | 44,089 | 50,578 | 52,791 | |
| Special Ed Supplies & Materials | 9,855 | 7,552 | 10,128 | 11,619 | 12,127 | |
| Textbooks / Workbooks | 117,369 | 167,013 | 223,973 | 256,937 | 268,178 | |
| Supplies & Materials other | 6,443 | 4,964 | 8,448 | 9,236 | 9,519 | |
| Equipment / Furniture | 126,409 | 77,468 | 45,570 | 20,978 | 15,974 | |
| Telephone | 26,218 | 40,782 | 54,691 | 62,740 | 65,485 | |
| Technology | 123,866 | 86,084 | 76,401 | 57,455 | 49,219 | |
| Student Testing & Assessment | 37,960 | 43,492 | 58,324 | 66,909 | 69,836 | |
| Field Trips | 38,928 | 60,553 | 81,205 | 93,156 | 97,232 | |
| Transportation (student) | - | - | 50,923 | 51,941 | 66,716 | |
| Student Services - other | - | - | - | - | - | |
| Office Expense | 127,143 | 135,111 | 157,141 | 170,552 | 176,162 | |
| Staff Development | 54,408 | 83,087 | 111,084 | 120,171 | 124,197 | |
| Staff Recruitment | 5,055 | 4,064 | 3,209 | 2,681 | 2,500 | |
| Student Recruitment / Marketing | 9,143 | 12,637 | 17,525 | 18,561 | 18,982 | |
| School Meals / Lunch | - | - | 21,042 | 21,463 | 27,568 | |
| Travel (Staff) | 12,981 | 20,349 | 24,685 | 26,986 | 27,813 | |
| Fundraising | - | - | - | - | - | |
| Other | 25,734 | 40,546 | 54,295 | 59,485 | 63,511 | |
| TOTAL SCHOOL OPERATIONS | 752,648 | 816,579 | 1,042,733 | 1,101,448 | 1,147,810 | |
| **FACILITY OPERATION & MAINTENANCE** | | | | | | |
| Insurance | 51,744 | 53,665 | 55,564 | 57,115 | 58,351 | |
| Janitorial | 107,808 | 152,140 | 204,028 | 234,057 | 244,296 | |
| Building and Land Rent / Lease / Facility Finance Interest | 1,034,285 | 1,608,830 | 2,157,521 | 2,475,069 | 2,583,346 | |
| Repairs & Maintenance | 29,807 | 43,998 | 57,555 | 65,441 | 68,193 | |
| Equipment / Furniture | - | - | - | - | - | |
| Security | 6,763 | 6,898 | 7,036 | 7,177 | 7,320 | |
| Utilities | 80,735 | 125,583 | 168,413 | 193,201 | 201,653 | |
| TOTAL FACILITY OPERATION & MAINTENANCE | 1,311,142 | 1,991,114 | 2,650,117 | 3,032,060 | 3,163,159 | |
| **DEPRECIATION & AMORTIZATION** | - | - | - | - | - | |
| **DISSOLUTION ESCROW & RESERVES / CONTIGENCY** | 79,011 | 25,000 | 25,000 | - | - | |
| **TOTAL EXPENSES** | **7,967,672** | **11,992,425** | **15,405,729** | **16,951,503** | **17,617,663** | |
| **NET INCOME** | **453,560** | **151,708** | **805,364** | **1,559,373** | **1,613,852** | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **ENROLLMENT - *School Districts Are Linked To Above Entries*** | | | | | | |
| PRIMARY School District: NYC CHANCELLOR'S OFFICE | 400 | 610 | 802 | 902 | 923 | |
| Other District 1: | - | - | - | - | - | |
| Other District 2: | - | - | - | - | - | |
| Other District 3: | - | - | - | - | - | |
| Other District 4: | - | - | - | - | - | |
| Other District 5: | - | - | - | - | - | |
| Other District 6: | - | - | - | - | - | |
| Other District 7: | - | - | - | - | - | |
| Other District 8: | - | - | - | - | - | |
| Other District 9: | - | - | - | - | - | |
| Other District 10: | - | - | - | - | - | |
| Other District 11: | - | - | - | - | - | |
| Other District 12: | - | - | - | - | - | |
| Other District 13: | - | - | - | - | - | |
| Other District 14: | - | - | - | - | - | |
| All Other School Districts | - | - | - | - | - | |
| **TOTAL ENROLLMENT** | **400** | **610** | **802** | **902** | **923** | |
| **REVENUE PER PUPIL** | **21,053** | **19,908** | **20,213** | **20,522** | **20,836** | |
| **EXPENSES PER PUPIL** | **19,919** | **19,660** | **19,209** | **18,793** | **19,087** | |
| **CASH FLOW ADJUSTMENTS** | | | | | | |
| OPERATING ACTIVITIES | | | | | | |
| Example - Add Back Depreciation | - | - | - | - | - | |
| Other | - | - | - | - | - | |
| Total Operating Activities | - | - | - | - | - | |
| INVESTMENT ACTIVITIES | | | | | | |
| Example - Subtract Property and Equipment Expenditures | - | - | - | - | - | |
| Other | - | - | - | - | - | |
| Total Investment Activities | - | - | - | - | - | |
| FINANCING ACTIVITIES | | | | | | |
| Example - Add Expected Proceeds from a Loan or Line of Credit | - | - | - | - | - | |
| Other | 0 | - | - | - | - | |
| Total Financing Activities | 0 | - | - | - | - | |
| **Total Cash Flow Adjustments** | **0** | **-** | **-** | **-** | **-** | |
| **NET INCOME** | **453,560** | **151,708** | **805,364** | **1,559,373** | **1,613,852** | |
| **Beginning Cash Balance** | 0 | 453,560 | 605,268 | 1,410,631 | 2,970,005 | |
| **ENDING CASH BALANCE** | **453,560** | **605,268** | **1,410,631** | **2,970,005** | **4,583,857** | |

## 5-YEAR FISCAL IMPACT REPORT

| Largest Enrollment District: NYC CHANCELLOR'S OFFICE | | | | | | | |
|---|---|---|---|---|---|---|---|
| A | B | C | D | E | F | G | H |
| Operational | Enrollment | Per Pupil Rate | Per Pupil Aid | Other District | Total Funding to | * Total General Fund Operating | Projected Impact |
| Year 1 (2020-21) | 400 | 15,537 | 6,214,642 | 338,371 | 6,553,013 | 25,533,673,000 | 0.026% |
| Year 2 (2021-22) | 610 | 15,770 | 9,619,489 | 520,651 | 10,140,140 | 27,831,703,570 | 0.036% |
| Year 3 (2022-23) | 802 | 16,006 | 12,836,972 | 691,863 | 13,528,835 | 30,336,556,891 | 0.045% |
| Year 4 (2023-24) | 902 | 16,246 | 14,654,155 | 785,684 | 15,439,839 | 33,066,847,012 | 0.047% |
| Year 5 (2024-25) | 923 | 16,490 | 15,220,257 | 811,868 | 16,032,125 | 36,042,863,243 | 0.044% |

| | |
|---|---|
| DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET: | https://council.nyc.gov/budget/wp-content/uploads/sites/54/2018/05/040-DOE.pdf |
| OTHER NOTES: | |

***NOTE***

*Please copy FISCAL IMPACT CHART (cell range B4:I14 and paste into the FISCAL IMPACT Section of the New School Proposal.*

| Second Largest Enrollment District: N/A | | | | | | | |
|---|---|---|---|---|---|---|---|
| A | B | C | D | E | F | G | H |
| Operational | Enrollment | Per Pupil Rate | Per Pupil Aid | Other District | Total Funding to | * Total General Fund Operating | Projected Impact |
| Year 1 (2020-21) | - | - | - | - | - | - | #DIV/0! |
| Year 2 (2021-22) | - | - | - | - | - | - | #DIV/0! |
| Year 3 (2022-23) | - | - | - | - | - | - | #DIV/0! |
| Year 4 (2023-24) | - | - | - | - | - | - | #DIV/0! |
| Year 5 (2024-25) | - | - | - | - | - | - | #DIV/0! |

| | |
|---|---|
| DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET: | |
| OTHER NOTES: | |

***NOTE***

*If required per guidance instructions, please copy the additional FISCAL IMPACT CHART (cells B16:I26 and paste into the FISCAL IMPACT Section of the New School Proposal.*

AMBER SCHOOLS FOUNDATION

220 East 106th Street
New York, NY 10029
[redacted]
www.ambercharter.org

January 8, 2019

Dr. Vasthi Acosta
Amber Charter School
220 East 106th Street
New York, NY 10029

Re: Amber III (opening expenses support)

Dear Vasthi,

Amber Schools Foundation commits to granting Amber Charter School, $200,000 during the 2019-20 fiscal year to support the pre-opening expenses of Amber III. We are excited about the prospect of opening a third Amber Charter School.

Sincerely,

Michael Stolper Esq.
Board Chair
Amber Schools Foundation

BOARD OF TRUSTEES

OFFICERS

CHAIR
**Michael Stolper, Esq.**
Business Advisor and General Counsel
The Stolper Group

SECRETARY
**Luis Miranda, Jr.**
Managing Partner
The MirRam Group

TREASURER
**Jason Torres**
Chief Operating Officer and Principal
Mansa Capital Management

MEMBERS
**Vasthi Acosta, Ed. D.**
Executive Director
Amber Charter School

**Noreen Gillen**
Wealth Management Advisor
Merrill Lynch Wealth Management

**Soledad Hiciano**
Executive Director at ACDP Inc.
Amber Charter School Board Chair

**Michele Hirshman**
Litigation Partner
Paul Weiss

**Nick Rudenstine**
Managing Director
JP Morgan

**21. Fiscal Soundness**

**g. Non-SUNY Financials**

This request pertains only to applicants associated with one or more private or charter schools that SUNY does not authorize. All other applicants should indicate, "Request is not applicable" in response to this Request.

Attach the following documents covering the last five years for each private or charter school that SUNY did not authorize including any out of state school that is currently associated with a replicating applicant:

- IRS Form 990s;
- Audited financial statements; and,
- Management or Advisory Letters from the independent auditor (if applicable).

NOTE: This request seeks school level information about individual schools. Applicants seeking to replicate a under a larger network should submit a business plan completed by the network in conjunction with the proposal, which requests similar information at the network level. See the Business Plan Overview and Requirements for Applicants located at: www.newyorkcharters.org/category/creation-resources. If information responsive to this Request is contained in a business plan, reference the business plan in this Response.

Request is not applicable.

**22. Action Plan**

Provide a detailed action plan outlining the steps the founding group will undertake to ensure a successful start-up. In a well-organized chart, the action plan should include:
• All projected key steps in the pre-opening period (from SUNY approval through the commencement of instruction) including, but not limited to, hiring personnel, setting up organizational, legal and financial structures, securing funding, and selecting or developing critical aspects of the school's academic program including the curriculum;
• The start date and projected completion date of each task; and,
• The person(s) responsible for each task.

Below is an outline of steps to be undertaken between the time the charter is approved and the opening of the school. The individuals responsible for these tasks are:

- BOT: ACS Board of Trustees, led by the Chair
- SST: The Amber Charter Schools Shared Services Team, led by the Executive Director
- ED: Amber Charter Schools Executive Director
- P: ACS III Principal
- SD: ACS III Staff Developer
- AP: ACS III Assistant Principal
- DS: ACS III Dean of Students
- DAM: ACS III Data and Assessment Manager
- OAs: ACS III Operations Associates

| Start Date | Projected Completion Date | Focus Area | Task | Person(s) Responsible |
|---|---|---|---|---|
| 3/19 | 4/20 | Recruitment | Continue community outreach | SST/P/DO |
| 3/19 | 4/20 | Development | Community relations and partnerships | SST/P/DO |
| 4/19 | 6/19 | ACS EdCorp | Finalize ACS EdCorp/ACS III services agreement | ED/SST/BOT |
| 3/19 | 6/19 | Leadership | Execute Principal search, exploring both internal and external candidates | ED/SST |
| 3/19 | 8/19 | Facility | Negotiate & finalize building lease<br>Identify alternative facility option(s) | ED/SST |
| 3/19 | 8/19 | Facility | Explore La Raza & Civic Builders financial support | ED/SST |
| 7/19 | 8/19 | Facility | Finalize facility work plan | ED/SST/P |
| 5/19 | 6/19 | Leadership | Principal hired, inform SUNY CSI | ED |
| 7/19 | 7/19 | Instruction<br>Operations | Principal begins work | P |
| 8/19 | 12/19 | Operations | Execute Director of Operations search | P |
| 10/19 | 1/20 | Instruction<br>Operations | Finalize job descriptions and post opportunities | P |
| 9/19 | 12/19 | Instruction | Study curriculum and other learning materials | P |
| 9/19 | 12/19 | Instruction | Observe ACS EH & KB instruction and systems | P |
| 9/19 | 12/19 | Instruction | Build collaborative relationships with ED, SST, ACS EH & KB leaders | P |
| 1/20 | 1/20 | Operations | Director of Operations begins work | P/DO |
| 1/20 | 7/20 | Instruction | Execute search for leaders, teachers and staff | P/DO |

| | | | | |
|---|---|---|---|---|
| | | Operations | | |
| 1/20 | 2/20 | Operations | Develop student recruitment plan/materials (based on ACS templates) | DO/P |
| 1/20 | 4/20 | Operations | Build collaborative relationships with SST, ACS EH & KB operations leaders | DO |
| 1/20 | 4/20 | Operations | Student recruitment/applications | DO |
| 1/20 | 6/20 | Facility | Facility construction (as needed) | SST/DO |
| 2/20 | 3/20 | Instruction | Develop resource purchase lists | P/DO |
| 2/20 | 5/20 | Instruction | Arrange instructional PD and partnerships | P |
| 2/20 | 4/20 | Instruction | Create/refine Instructional systems (schedules, planning, implementation, assessment, etc.) | P |
| 2/20 | 3/20 | Instruction<br>Operations | Plan summer institute, family/student orientation | P/DO |
| 3/20 | 3/20 | Operations | Establish enrollment packet contents, assembly, distribution and collection processes | DO/SST |
| 3/20 | 6/20 | Instruction<br>Operations | Teacher interviews and demonstration lessons<br>Teacher/leader/staff salary negotiations, offers | P |
| 4/20 | 4/20 | Operations | Conduct lottery | DO/P/SST |
| 4/20 | 4/20 | Operations | Notify families of lottery results | DO |
| 4/20 | 5/20 | Operations | Establish billing system for school district funds, and other compliance systems | DO/SST |
| 4/20 | 6/20 | Operations | Purchase furniture, supplies, books, technology | DO |
| 5/20 | 5/20 | Operations | Submit application and admission summary to CSI | SST |
| 4/20 | 5/20 | Operations | Obtain facility certificates of insurance | DO/SST |
| 5/20 | 5/20 | Operations | Hold family orientation, distribute enrollment/registration packets | DO |
| 5/20 | 8/20 | Operations | Continue registering/enrolling students | |
| 5/20 | 5/20 | Facility | Facility plan/schedule to CSI | DO/SST |
| 5/20 | 6/20 | Facility | Building signage & transition plans | DO |
| 5/20 | 6/20 | Instruction | Prep for 5th/6th grade orientation week | P |
| 5/20 | 7/20 | Instruction | Prep for staff summer institute (2 weeks) | P |
| 5/20 | 6/20 | Operations | Request DOH nurse<br>Develop medication administration plan | DO |
| 5/20 | 6/20 | Operations | Develop health services plan | DO |
| 5/20 | 5/20 | Operations | C of O, or Temp C of O granted – submit to CSI<br>Facility ready for move in and set up | DO/SST |
| 5/20 | 6/20 | Operations | Prepare facility for move in/set up | DO/SST |
| 5/20 | 6/20 | Operations | Create annual cash flow projections and submit to CSI by 6/30 | DO/SST |
| 5/20 | 6/20 | Operations | Finalize food services vendor | DO |
| 5/20 | 6/20 | Operations | Purchase food/beverage storage equipment, in accordance with vendor and legal requirements | DO |
| 6/20 | 6/20 | Operations | Doors open for operation | All |
| 6/20 | 6/20 | Operations | Set up locked storage for student academic & health records, files with proper FERPA protections/ procedures | DO |
| 6/20 | 7/20 | Operations | Arrange security services and finalize safety procedures | DO |
| 7/20 | 7/20 | Instruction<br>Operations | Assistant Principal, Dean of Students and Operations Associates begin work | P/DO |

| | | | | |
|---|---|---|---|---|
| 7/20 | 8/20 | Operations | Submit SAVE plan to CSI | SST/DO |
| 7/20 | 8/20 | Operations | Prepare unaudited statements of income & expense to CSI by 8/15 | SST |
| 7/20 | 9/20 | Instruction | Secure all students' IEPs, request student academic records from former districts/schools | SD/AP/P |
| 8/20 | 9/20 | Instruction | Contract with related services providers | SD/AP/P |
| 7/20 | 9/20 | Operations | Verify immunization status of all students | DO/OAs/DOH Nurse |
| 7/20 | 7/20 | Instruction Operations | Student/Family Orientation | All |
| 8/20 | 8/20 | Instruction | Staff Developers and Data and Assessment Manager begin work on 8/1 | P/AP |
| 8/20 | 8/20 | Instruction | $5^{th}$/$6^{th}$ Grade Orientation (1 week) | P/AP/DS/SD/DAM |
| 8/20 | 8/20 | Instruction | Teachers begin work | All |
| 8/20 | 9/20 | Instruction Operations | Staff Summer Institute (2 weeks) | All |

# LearnZillion Illustrative Mathematics Grade 8 Course

In this course, eighth graders tackle exciting new ideas and concepts in preparation for work in high school. They extend earlier understandings of proportional relationships to study linear relationships and work with linear equations in one and two variables. Among other things, they are also introduced to the idea of functions and have their first encounter with irrational numbers. This course unfolds across 9 units that range in length from about 16 to 22 days. Units and other grade-level materials can be found on this page.

## GRADE 8 Pacing Guide

| | UNIT 1 Rigid Transformations and Congruence | UNIT 2 Dilations, Similarity, and Introducing Slope | UNIT 3 Linear Relationships | UNIT 4 Linear Equations and Linear Systems | UNIT 5 Functions and Volume | UNIT 6 Associations in Data | UNIT 7 Exponents and Scientific Notation | UNIT 8 Pythagorean Theorem and Irrational Numbers | UNIT 9 Putting It All Together (Optional) |
|---|---|---|---|---|---|---|---|---|---|
| Total Days | 20 | 15 | 16 | 18 | 25 | 13 | 18 | 17 | 0–10 |
| Assessment Days | 3 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 0 |
| Instructional Days | 17 | 13 | 14 | 16 | 22 | 11 | 16 | 15 | 0–10 |

## Course overview

Students begin grade 8 with transformational geometry. They study rigid

transformations and congruence, then dilations and similarity (this provides background for understanding the slope of a line in the coordinate plane). Next, they build on their understanding of proportional relationships from grade 7 to study linear relationships. They express linear relationships using equations, tables, and graphs, and make connections across these representations. They expand their ability to work with linear equations in one and two variables. Building on their understanding of a solution to an equation in one or two variables, they understand what is meant by a solution to a system of equations in two variables. They learn that linear relationships are an example of a special kind of relationship called a function. They apply their understanding of linear relationships and functions to contexts involving data with variability. They extend the definition of exponents to include all integers, and in the process codify the properties of exponents. They learn about orders of magnitude and scientific notation in order to represent and compute with very large and very small quantities. They encounter irrational numbers for the first time and informally extend the rational number system to the real number system, motivated by their work with the Pythagorean Theorem. They wrap up the year with a study of the volumes of cones, cylinders, and spheres.

# Units

### 8.1 Rigid Transformations and Congruence

From Illustrative Mathematics

Approximately 20 days. In this unit, students learn to understand and use the terms “reflection,” “rotation,” “translation,” recognizing what determines each type of transformation, e.g., two points determine a translation. They learn to understand and...

### 8.2 Dilations, Similarity, and Introducing Slope

From Illustrative Mathematics

Approximately 15 days. In this unit, students learn to understand and use the term “dilation,” and to recognize that a dilation is determined by a point called the “center” and a number called the “scale factor.” They learn that under a dilation, the i...

### 8.3 Linear Relationships

From Illustrative Mathematics

Approximately 16 days. In this unit, students deepen their understanding of slope, learn to understand and use key terms and representations to reason about situations involving one or two constant rates.

### 8.4 Linear Equations and Linear Systems

From Illustrative Mathematics

Approximately 18 days. In this unit, students write and solve linear equations in one variable.

### 8.5 Functions and Volume

From Illustrative Mathematics

Approximately 25 days. In this unit, students are introduced to the concept of a function. They learn to understand and use the terms “input,” “output,” and “function,” e.g., “temperature is a function of time.” They describe functions as increasing or...

### 8.6 Associations in Data

From Illustrative Mathematics

Approximately 13 days. In this unit, students generate and work with bivariate data sets that has more variability than in previous units.

### 8.7 Exponents and Scientific Notation

From Illustrative Mathematics

Approximately 18 days. In this unit, students extend the definition of exponents to include all integers, and in the process codify the properties of exponents.

### 8.8 Pythagorean Theorem and Irrational Numbers

From Illustrative Mathematics

Approximately 17 days. In this unit, students work with geometric and symbolic representations of square and cube roots.

### 8.9 Putting it All Together

From Illustrative Mathematics

Up to 10 days. In this short, optional unit of two lessons, students solve complex problems.

# Grade-level resources

### Grade 8 required materials Subscription required

From Illustrative Mathematics

List of the required consumable and durable classroom materials needed for instruction.

### Grade 8 Mathematics Glossary

From Illustrative Mathematics

*Adapted from Open Up Resources under CC BY license. All adaptations copyright LearnZillion.*

**23. Supplemental Information**

**a. Supplemental Narrative**

If there is any additional information that would help the Institute and SUNY Trustees evaluate the proposal, please describe it here and provide a rationale for its inclusion. If no supplementary information is necessary, please indicate that this Request is not applicable.

We have included a number of existing Amber documents to demonstrate that Amber Charter School III will be able to rely on a set of well-established policies and procedures so as to be able to hit the ground running when the school opens its doors to staff, students and families in the summer/fall of 2020.

These documents include:

- R-23b 1: Amber Charter Schools Board Manual
- R-23b 2: Amber Charter Schools Parent Handbook
- R-23b 9: Job Descriptions

We have also include a number of pacing guides or scope and sequence overviews from our core content curriculum programs.

These documents include:

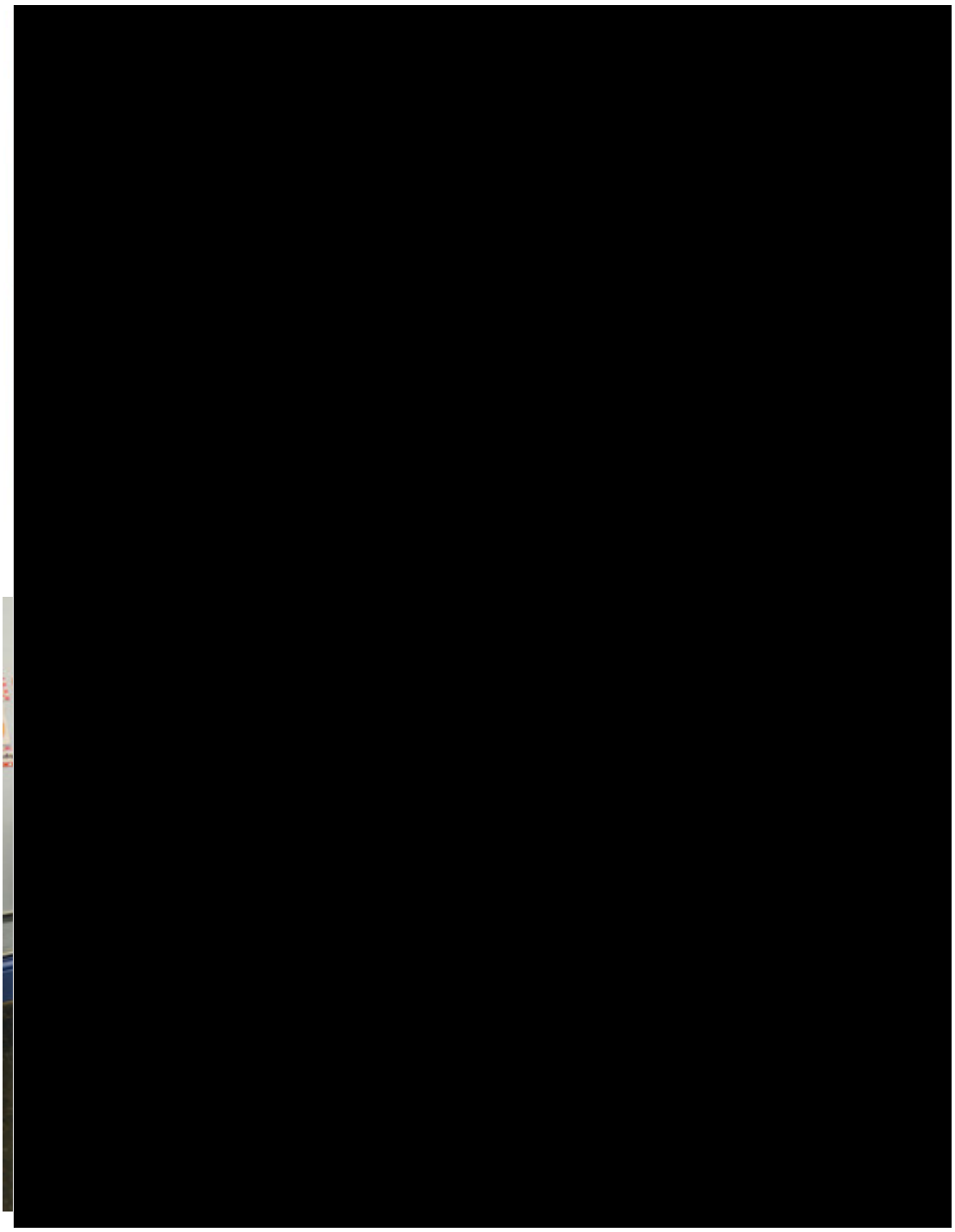
- R-23b 3 Journeys (ELA K-4)
- R-23b 4 Wit and Wisdom (ELA 5-8)
- R-23b 5 GO! Math (Math K-5)
- R-23b 6a-6c  Illustrative Mathematics (Math 6-8)
- R-23b 7 ScienceFusion (Science K-8)
- R-23b 8a-8g McGraw Hill Networks (Social Studies K-8)

Amber Charter School

# Board Manual

Drafted: May 2014

Revised: February 2016



# Table of Contents

**Contacts**.....**4**

Board Trustees.....4

Staff Leadership.....5

**Organizational Information**.....6

Amber Mission.....6

Amber Way

Amber Key Design Elements

Amber Student

Amber History.....7

**Board Responsibilities**.....9

Board Structure.....9

Board Officer Responsibilities.....10

Board Trustee Job Description.....10-11

**Board Information in Appendices**

Legal Information

By-Laws.....A

Terms Limits

Current Approved Budget.....B

Audit Summary.....C

Strategic Plan.....D

SUNY CSI Accountability Goals for ACS I & II.....E

SUNY CSI Renewal Benchmarks 5.0.....F

SUNY CSI Guide to Board Governance.....G

Most recent Board Meeting Minutes.....H

Standards of Practice

Confidentiality Statement.....J

Conflict of Interest Policy (Updated).....K

Code of Ethics.....L

Complaint Policy.....M

Whistleblower Policy.....N

Amber Charter School Charter Documents.....O

# 1. Contacts

## A. Board of Trustees List

| Board Member | Position w/Board | Board Member | Position w/Board |
|---|---|---|---|
| **Soledad Hiciano**<br>Community Association of Progressive Dominicans<br>Executive Director<br>[redacted] | Chairman<br>(2015)<br>Term Without Limit | **Ann Wiener**<br>[redacted] | Vice Chairman<br>(2015)<br>Term Expires<br>(Sept. 2020) |
| **John Gutierrez**<br>Assistant Professor<br>[redacted] | Secretary<br>(2015)<br>Term Expires<br>(Sept. 2017) | **Frank Aldridge**<br>[redacted] | Treasurer<br>(2012)<br>Term Expires<br>(Sept. 2020) |
| **Vasthi Acosta**<br>Executive Director<br>Amber Charter School<br>220 East 106th Street<br>New York, NY 10029<br>[redacted] | Ex-Officio<br>Member<br>(2008)<br>Term Without Limit | **Amador Centeno**<br>Vice President of Facilities Management, Operations & Planning and Vice Dean for Student Affairs<br>[redacted] | Member<br>(2015)<br>Term Expires<br>(Dec. 2018) |

| | | | |
|---|---|---|---|
| **Elena Goldberg Velazquez**<br>[redacted] | Member<br>(2016)<br><br>Term Expires<br>(Jan. 2019) | **Beatriz Gonzalez**<br>[redacted] | Member<br>(2015)<br><br>Term Expires<br>(Dec. 2018) |
| **Anthony Harris**<br>Project Architect<br>[redacted] | Member<br>(2016)<br><br>Term Expires<br>(Jan. 2019) | **Jenna Pantel**<br>Attorney<br>[redacted] | Member<br>(2012)<br><br>Term Expires<br>(Dec. 2018) |
| **Brian Quillin**<br>Teacher<br>Amber Charter School<br>3120 Corlear Ave<br>Bronx, NY 10463<br>[redacted] | Member<br>(2017)<br><br>(Bylaws, Teacher Rep.)<br><br>Term Without Limit | **Michael T. Stolper, Esq.**<br>Attorney at Law<br>[redacted] | General Counsel to the Board<br><br>Non-Active Board Member |

## B. Senior Management

| Senior Management | Position | | Senior Management | Position |
|---|---|---|---|---|
| Vasthi Acosta<br>Amber Charter School<br>3120 Corlear Avenue<br>Bronx, NY 10463<br>[redacted] | Executive Director<br><br>(Ex-Officio) | | Heidi Hamilton<br>Amber Charter School<br>220 East 106th Street<br>New York, NY 10029<br>[redacted] | Chief Operating Officer \|<br>General Counsel |
| Sashemani Elliott<br>Amber Charter School<br>220 East 106th Street<br>New York, NY 10029<br>[redacted] | Principal | | Veronica Almedina<br>Amber Charter School<br>3120 Corlear Avenue<br>Bronx, NY 10463<br>[redacted] | Assistant Principal |
| Kirsys Gomez<br>Amber Charter School<br>3120 Corlear Avenue<br>Bronx, NY 10463<br>[redacted] | Human Resources/Finance Officer | | Christine Ganey<br>Amber Charter School<br>220 East 106th Street<br>New York, NY 10029<br>[redacted] | Chief Communications Officer |
| Valentina Rubio Dumornay<br>Amber Charter School<br>3120 Corlear Avenue<br>Bronx, NY 10463<br>[redacted] | Executive Assistant | | | |

1. **<u>Organizational Information.</u>**

**A. Mission:**

Our mission is to provide our students an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in top middle schools and beyond.

**B. Amber Way:**

A strong culture of respect for learning is fostered through the infusion of the Amber Way throughout the student and adult culture. The Amber Way teaches the following character traits:

**A**chievement,

comMunity,
responsiBility,
honEsty and
Respect.

**C. Amber Key Design Elements:**

Amber Charter Schools offer a significant educational benefit to the students who attend by providing these key design elements:

- **Literacy**: 90 minutes of instruction per day
- **Mathematics**: 90 minutes of math instruction per day
- **Science**: 90 minutes of science instruction per week
- **Social Studies**: 90 minutes of social studies instruction per week

- **Spanish as a Foreign Language**: All students will learn Spanish language and culture
- **Enrichment**: Students will have opportunities to learn: art, music, physical education, and Technology
- **School Culture**: A strong culture of respect for learning is fostered through the infusion of the Amber Way throughout the student and adult culture. The Amber Way teaches the following character traits: **A**chievement, com**M**unity, responsi**B**ility, hon**E**sty and **R**espect.
    - **Service**: Every student is required to complete a community service project each year. In this way, students begin to know their community, its needs and strengths, and see themselves as a vital contributor to their community.

**D. An Amber Student will**:

- ❖ Graduate with the academic knowledge, critical thinking skills and problems solving capacity needed to succeed in top middle schools and beyond.
- ❖ Hold themselves and their peers to high expectations for quality work, commitment to learning and character.
- ❖ Take leadership responsibilities in the school.
- ❖ Engage their family in their learning.
- ❖ Complete projects that challenge them to do the work of scientists, mathematicians, writers, social scientist and artists.
- ❖ Contribute to their communities through community service.
- ❖ Benefit from learning in an environment that is physically and emotionally safe, marked by kindness, honesty, respect, and responsibility.
- ❖ Find value in learning. The **Amber student** is defined in three ways:
    i. The Learner [Academic Achievement]
    ii. The Person [Student behavior] and
    iii. The Community Member [Community Service]

**E. Amber History**

Amber Charter School was founded in 2000 as the first Latino-led charter school in New York State by the Community Association of Progressive Dominicans (ACDP), a community based organization. It was established as an education corporation and issued a five-year charter by the Board of Regents of the University of the State of New York ("Regents). The school is located in East Harlem and serves over 470 students in Kindergarten to 5th grade. Amber's mission ***is to provide our students an academically rigorous and well-rounded***

***education, along with strong character development, that will enable them to prosper in top middle schools and beyond.***

Amber was successfully re-chartered for its third renewal period in summer of 2015 by the Regents and SUNY's Charter Schools Institute (CSI). Eighty-four percent of Amber's students are eligible for free and reduced lunch and 0.63% are homeless. The racial profile at Amber is approximately 64% Latino, 35% African American, and 1% White/Asian/Multi-racial. Approximately 15% of the student body are special education learners and ranging from 25%-40% of incoming students are English Language Learners.

While all of these statistics technically describe Amber, the real story of Amber is much more interesting. Amber is one of New York City's first charter schools. It is a school that was founded by parent and teacher school reformers who were steeped in reform for years as they engaged in improving public schools. Having participated in parent/teacher school improvement committees/councils, the founders understood how stakeholder involvement in key school governance decisions. Could improve academic outcomes for students. For this reason, the founders opened a charter school. Amber is also one of the first charter schools in the nation to invite the union at inception and to negotiate a "slim" teachers' union contract with the United Federation of Teachers (UFT).

***Success from Effort***

Amber is not a "typical" charter school, with a no-excuses model of education brought to a community by an out-of-town charter management organization to continually replicate its schools for scale. Rather, Amber is an original, independently operated, public school. Every improvement to its academic and organization model came from 15 years of hard knocks. Despite early challenges, Amber has a record of success. In many respects, Amber is a classic example of what "charter schools" were thought to look like when originally envisioned in the early 1990's.

Having a strong and consistent Board of Trustees has been a hallmark and a deep source of stability for Amber. Some members have served over 10 years on the board and this allowed the institutional knowledge of Amber to grow over time. Amber has carefully weighed the option of growing (CSI and the school's parent body requested this several times over the years), but it has not been until now that the organization has believed that it earnestly possesses a strong enough academic model that can and should be replicated. We have learned what works and what does not. We know what "quality" looks like and the path to get there. With massive demand and thousands on waitlists for NYC charter schools, in 2014 Amber applied and was authorized to operate a second Kindergarten through 5$^{th}$ Grade school scheduled to open in Washington Heights in the fall of 2016 ("Amber Charter School II).

Amber was originally designed to be a dual-language immersion school primarily for Latino students in Washington Heights. When the school recognized that it did not have the resources to develop and operate a school in that neighborhood, the Board decided to purchase a property in East Harlem on 106$^{th}$ St. and our student population was primarily English-speaker dominant. After attempting to implement our original model as planned for a few years, it became clear that we needed to modify our design to serve

the students we had. We made these difficult changes and students began learning at high levels. This was when Amber's true mission became real: it would be an organization that would help its students learn – it would be accountable to its community, regardless of the "plans that had been made." Student performance would trump adult plans. This heart-felt lesson has made Amber the type of organization it is today; accountability is not an idea – it is a daily reality. *While Amber's academic model and high quality people are essential to its success, its true value proposition is that it is an organization that has demonstrated its accountability to its community – it is a proven reflective organization that will change what it does in order to foster student learning.*

***A True School Community***

Amber's dedication to student learning has been richly supported by Amber families. With a consistent 94-96% of families attending their two annual teacher-parent conferences, Amber is a place where families are involved and loyal. Amber has a very low student attrition rate. And even in high mobility New York City, families have continued to bring their children from distances as far as the Bronx and Brooklyn to attend for years. Families have also encouraged their relatives to attend. We recruit largely from pre-schools and we focus on parent orientation to elementary school for families with young children. Amber has become their school and this is one reason why it is a natural decision for Amber to offer grades K-5 in more New York City neighborhoods.

Though children come from several different communities in New York City, Amber has created its own school community, with the feel of a real neighborhood school. A few parent comments echo their great support of the school:

*"Amber Charter is a great school. It's small with a family type setting. The children are loved and taken great care of. The academics are great. Your child is tested regularly for growth and placed based on such. I love this school and I am sad that my daughter is leaving next year."*

*"Amber is a wonderful school where the staff makes you feel like family. The curriculum is excellent. This is a school you need to visit to see for yourself."*

"*I love Amber Charter School, the teachers are excellent with their curriculum. The staff is great and always very helpful, and the security in this school makes me feel that my child safety is first, and that makes me feel very comfortable. My child reading and math levels are very impressive, and I know that I could not have chosen a better School. Thank You Amber Charter!!!!*"

*"My son is in first grade and this is our first year at Amber. We are in LOVE with everything about this school. It is almost like being in a private school, and I know as I have taught in a private school for 13 years now as a first grade teacher. The teachers are very professional and attentive. There are many opportunities for professional development and involvement in the school. It is a warm community with a strong drive to succeed academically and socially. The principal is an amazing speaker and leader.*

*Amber has formed a strong academic foundation and aims to mentor its graduates into strong middle schools. It is a pleasure to be part of this fantastic institution."*

**Board Chairs:**

Founding Chair: Luis A. Miranda, 2000 – 2011

David Briggs: 2011 – 2015

Soledad Hiciano: 2015- present

## IV. Board Responsibilities

### A. Board Structure:

Executive Committee:

Chair
Vice-Chair
Secretary
Treasurer

Standing Committees:

Executive

Education

Facilities

Financial

Development

Meeting Schedule:

Monthly except August as follows: September [Annual meeting]; October, November, December, January, February, March, April, May, June, July [Annual Retreat]

Board meetings take place the second Wednesday of the month, begin at 6:30 pm, and are held in the library of Amber I. Attendees typically include the Board, Executive Director, Principals of the schools, Chief Operating Officer, Human Resource/Finance Officer, and any necessary invited guests.

General Structure:

- Board Members are expected to attend all board meetings. Board members will be asked to resign if she/he fails to attend three meetings without prior notification, or three consecutive meetings.
- All issues that require a board vote must be done so with at least a quorum of the board of trustees. Anything less will not be considered true and accurate.
- Amber provides Trustees and Officers Insurance Coverage.

- Board meeting packets will be provide in the Amber Dropbox and may be distributed at the meeting upon request. The packets shall include an agenda, the Executive Director's Report, each Principal's Report, Status Report, prior meeting minutes, and any other pertinent materials.
- New board members may be sought all year, the nominating committee must present their slate of new members for a full vote. New members will be notified by the Chair, and a package of information sent. The package of information will include but not be limited to: Board Manual; commitment letter; Board meeting & Board structure books by HighBar, and most recent Board meeting minutes.

## C. Board Officer Responsibilities

Responsibilities of Board Chair

- Oversee Board and executive committee meetings
- Serve as ex-officio member of all committees
- Work in partnership with the Executive Director to make sure board resolutions are carried out.
- Call special meetings as necessary.
- Appoint all committee chairs, and with the Executive Director recommend who will serve on committee.
- Assist the Executive Director in preparing the agenda for the board meetings.
- Assist the Executive Director in conducting new board member orientation.
- Oversee searches for a new executive director.
- Coordinate Executive Director's annual performance evaluation.
- Work with the nominating committee to recruit new board members.
- Coordinate periodic board assessment with the Executive Director.
- Act as alternate spokesperson for the organization.
- Periodically consult with board members on their roles and help them assess their performance.

Responsibilities of Vice-Chair

- Attend all board meetings.
- Serve on executive committee.
- Carry out special assignments as requested by the board chair.
- Understand the responsibilities of the board chair and be able to perform these duties in the chair's absence.

Responsibilities of Board Secretary

- Participate as a vital part of the board leadership.
- Attend all board meetings.
- Serve on the executive committee.
- Maintain all board records and ensure their accuracy and safety.
- Review board minutes.
- Assume responsibilities of the chair in the absence of the chair and vice-chair.

- Provide notice of meetings of the board and/or of a committee when such notice is required.
- Take minutes during executive session.

Responsibilities of Board Treasurer

- Understand the financial accounting for nonprofit organizations.
- Serve as financial officer of the organization and as chairperson of the finance committee.
- Manage, with the finance committee, the board's review of and action related to the board's financial responsibilities.
- Work with the Executive Director and the Chief Operating Officer to ensure that appropriate financial reports are made available to the board on a timely basis.
- Assist the Executive Director or the Chief Operating Officer in preparing the annual budget and presenting the budget to the board for approval.
- Review the annual audit and answer board member's questions about the audit.

Responsibilities of a Board Member

- Provide continuing directions for planning, operation and evaluation of Amber Schools.
- Attend all board meetings and functions such as special events.
- Actively serve on at least one committee, as established, and offer to take on special assignments.
- Remain informed about the organization's mission, services, policies, and programs.
- Review agenda and supporting materials prior to board and committee meetings.
- Make a meaningful financial commitment to Amber within his/her ability of at least $1.5K. ]give/get]
- Participate in fundraising efforts.
- Actively participate in making viable introductions to individuals, corporations, foundations and other organizations—and to attend meetings as needed—to connect Amber to donated funds and needed in-kind goods, services and expertise.
- Inform others about the organization.
- Suggest possible nominees to the board who will make significant contributions to the work of the board and Amber.
- Keep up-to-date on the developments in the charter school arena.
- Review, evaluate and approve the organization's financial affairs and policies.
- Follow conflict of interest and confidentiality policies.

**Board Information: Appendices**

A. Legal Information: By-Laws, Term Limits
B. Current Approved Budget
C. Current Audit Summary
D. Strategic Plan

E. SUNY CSI Accountability Goals for Charter Period
    a. ACS I
    b. ACS II
F. SUNY CSI Renewal Benchmarks 5.0
G. SUNY CSI Guide to Board Governance
H. Most recent Board Meeting Minutes
   Standards of Practice
I. Confidentiality Statement
J. Conflict of Interest Policy (Updated)
K. Code of Ethics
L. Complaint Policy
M. Whistleblower Policy
N. Amber Charter School Charter Documents

*Please refer to Board Information Appendix File inside the Dropbox Board Manual Folder.

AMBER CHARTER SCHOOL

# Norms for Board Meetings:

## Identified at Board Retreat, January 29, 2016

1. Everyone has a shared goal: to enrich the lives of children through education
2. All coming from a good place

3. When asking questions, please explain your answers
4. Diversity of perspective is healthy
5. Be kind
6. Practice Happiness/Laughter
7. Do the hard work
8. Be intentional about how to disagree

# Parent Handbook

***Mission Statement***

***Our Mission*** *is to provide our students an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in middle schools and beyond.*

**EAST HARLEM**
**Amber Charter School**
**220 East 106th Street**
**New York, NY 10029**

**KINGSBRIDGE**
**Amber Charter School**
**3120 Corlear Avenue**
**Bronx, NY 10463**

**www.ambercharter.org**

# Contents


**Letter from the Executive Director** ..... 3

**Who we are** ..... 4

- **Key Design Elements** ..... 4
- **Our Central Values** ..... 4
- **History** ..... 5

**School Information** ..... 6

**Student Health** ..... 13

**School Offerings** ..... 15

**School Communication** ..... 18

**School Policies** ..... 19

- **Discipline Policy** ..... 26
- **Amber Charter School Complaint Policy** ..... 36
- **Transfer Policy** ..... 37
- **Internet Safety, Network Usage and Cell Phone Policy for Students** ..... 38

**Organization Chart** ..... 41

**Sign Receipt Form** ..... 42

## Letter from the Executive Director

Welcome to the Amber community!

We are so excited to have your child and family join us in the adventure of building lifelong learners. As you get to know the staff and faculty members of Amber Charter School you will learn that they are committed to the mission and passionate about their work.

You have chosen Amber Charter School as the place where your most treasured possession, your child, will grow and learn. We hold your choice as a sacred trust. That trust is critical to the work we will do together in the coming years. As partners in the education of your child, we will work tirelessly to ensure that your child is academically prepared to excel and become a well-rounded individual with strong positive values as reflected in the Amber Way.

This is a fun, exciting, and important adventure we are on together. Thank you for choosing Amber to partner with on this adventure. This handbook will provide critical information regarding the Amber
community and help you get to know us better. As always, if we can be of service, please don't hesitate to reach out to anyone in the Amber community. We are here to serve you and your child.

Let's start the adventure!

Dr. Vasthi R. Acosta

Executive Director

Amber Charter School

# Who we are

## Key Design Elements

Amber Charter School primarily serves students in kindergarten to fifth grade. As set forth in our mission statement; *the school aims to provide an academically rigorous and well-rounded education, along with strong character development, for our students by incorporating the following elements:*

| Key design elements for the Lower School | Key design elements for the Middle School |
|---|---|
| Spanish as a Foreign Language | Offer a curriculum in the core subjects that is challenging, exploratory, integrative and relevant. |
| 90 minutes of Literacy instruction a day | Offer enrichment in the arts, music, technology, and physical education |
| 90 minutes of math instruction a day | Maintain a low student to teacher ratio |
| 90 minutes of science instruction a week | Provide Advisory periods throughout 6-8 grades. |
| 90 minutes of social studies instruction a week | Offer Spanish as a foreign language. |
| Enrichment instruction in any/all of the following: art, music, physical education, and technology | Offer the opportunity to graduate with two Regents exam completed. [Spanish; Algebra; Earth Science] |
| | Offer intramural sports [e.g. track; volleyball; softball; baseball; basketball; soccer] |

## Our Central Values

- Amber values that we are human beings, acknowledging our strengths, and empowering each of us to build strong alliances among children, families, staff and the larger community.
- Amber respects the languages and cultures of our school's community and of all communities locally and globally.
- Amber is a safe place to engage in varied dialogue about our differences and similarities.
- Amber meets the needs of our student/family population through a curriculum that teaches from a pan-cultural perspective.
- Amber provides our children the opportunity to be more apt to learn through a creative learning environment using the arts as a means to integrate our children's culture in the school's curriculum.
- Amber's families, students and staff are committed to academic achievement, and the continuous re-assessment of the quality of our program.
- Amber is committed to creating an inclusive community in which members respect each other and support one another's effective participation in the school.

**The Amber Way**

**The Amber Way embraces:**

- Achievement – Striving towards excellence in all we do.
- Community – Serving the community who supports us.
- Responsibility –Being accountable for our actions and thoughts.
- Honesty – Making truth an important part of our lives.
- Respect- Demonstrating respect for others and ourselves.

## History

Amber Charter School was founded in 2000 as the first Latino-led charter school in New York State by the Community Association of Progressive Dominicans (ACDP), a community based organization. Our school is located in two neighborhoods, East Harlem which serves close to 500 students in grades K to 5, and Kingsbridge which opened in Fall 2016 in Washington Heights then moved to Kingsbridge in 2017 with plans to serve children for grades K-5.

Our classes average 23 students per class. In grades K-2 there is a teacher assistant with the lead teacher. In grades 3-5, there is a part-time academic tutor in the classroom with the lead teacher. Students participate in a core curriculum in literacy, mathematics, science and social studies. In addition, enrichment is offered in the visual arts, music, physical education and technology.

All students receive instruction in Spanish as a second language from kindergarten until they graduate in fifth grade. Special education services include counseling, speech, a special education teacher, and access to occupational and physical therapy off campus. An after school program is offered, as well as an afterschool tutoring program that helps struggling students reach grade level.

Amber has partnerships with El Museo del Barrio, Harlem Hospital, Legal Aid, Academy of Medicine, Fordham University, Lehman College, Teachers College, Bubble Eats, Columbia University, Settlement Health, GenerationOn, Hispanic Federation, Manhattan College, College of Mount St. Vincent, and many others. Amber is always looking to form partnerships to enhance the services provided to our families and students.

# School Information

**Preparation for School**

Education is a partnership between the school and home. It is expected that each child come to school:

- ✓ Well rested
- ✓ On time
- ✓ Properly nourished
- ✓ Dressed in the required uniform
- ✓ With proper school supplies

An important part of preparing students for school is reading to them at home. Research shows that children who are read to at home become avid readers. We urge you to read or tell stories to your child for at least 15 minutes every day.

Please be sure your child's school materials are kept in good condition throughout the school year. Each child is expected to have a book bag large enough to protect and carry his/her books. **Backpacks with wheels are banned for safety.**

**School Schedule**

The school day is from 8:10 am to 3:10 pm every day for all kindergarteners. For first through fifth grade students the school day is from 8:10 am to 3:10 pm on Monday, Wednesday, Thursday & Friday, and on Tuesday the school day ends at 3:45 pm. Breakfast is served from 8:00 am to 8:10 am. All students not attending the after-school program must be picked up by 3:10 pm on Monday, Wednesday, Thursday, and Friday and 3:45 pm on Tuesday. For Kindergarten, students must be picked by 3:10 Monday through Friday. The school reserves the right to take children who are not picked up on time to the local police precinct.

**Arrival & Dismissal Procedures**
**East Harlem**

**Arrival**

Amber Charter School opens at 7:30 am for all students. Students arriving between 7:30 am and 8:00 am are held in the library and supervised by a staff member.

At 8:00 am, the Kindergarten & First Grade Teaching Assistants come down to the library and escort students to their classroom for breakfast. At the same time, Second through Fifth Grade students are escorted downstairs to the multipurpose room for breakfast. Students who travel by DOE school buses arrive at 8:00 am and join the line of the grade they belong in. At 8:10 am teachers go to the multipurpose room to meet their class and recite the Pledge of Allegiance.

**Dismissal**

First through Fifth grade students are dismissed at 3:10 pm on Mondays, Wednesdays, Thursday, and Fridays and at 3:45 pm on Tuesdays. Kindergarten is dismissed at 3:10 pm every day. There are 5 groups of students during the dismissal process. They include:

- Students picked up by a family member
- Students who walk home alone
- Students who take the bus
- Students who attend the Amber Afterschool Program
- Students who attend an outside Afterschool Program

Each of these groups are dismissed differently depending on their destination and their grade. The chart below outlines how dismissal happens for each of the groups.

<table>
<tr><th></th><th>K</th><th>1st</th><th>2nd</th><th>3rd</th><th>4th</th><th>5th</th></tr>
<tr><td>Picked Up</td><td>Parent pick up in classroom</td><td>Parent pick up in Multipurpose Room</td><td colspan="4">Parent Pickup in Homeroom</td></tr>
<tr><td>Walk Alone</td><td colspan="3">N/A</td><td colspan="3">Picked up by staff member & escorted outside</td></tr>
<tr><td>Bus Student</td><td colspan="6">Picked up by staff member & escorted outside</td></tr>
<tr><td>Amber Afterschool</td><td colspan="6">Picked up by staff member & taken to proper afterschool room</td></tr>
<tr><td>Outside Afterschool</td><td colspan="6">Picked up by staff member & taken to Library</td></tr>
</table>

Afterschool ends at 5:30 pm. At 5:25 pm, students are escorted to the multipurpose room where parents can pick them up.

**Kingsbridge**

**Arrival**

7:30 – 8:00 AM

- Doors open for students at 7:30 am. Students will be greeted by the security guard & the supervising adult. The Supervising Adult will escort students to the Star Room.
- Students will be seated at their assigned early arrival grade tables.
- The Supervising Adult will be stationed by the door to supervise incoming and seated students.

- Students are lined up by grade for breakfast at7:50am.
- Students are escorted to their assigned breakfast tables (by class).
- Students will line up for breakfast and sit at their designated class table.

8:00 – 8:10 AM

- Drop off and students who take the bus arrive at 8:00 am to the Star room.
- The bus matron will escort the bus students from the bus to the Star Room
- The security guard will direct students to the Star Room.
- Custodian is posted to support with this transition.
- Teaching Assistants arrive and supervise their assigned class tables.
- Breakfast Begins

8:10 – 8:15 AM

- Breakfast Ends at 8:10 am & Teachers Arrive
- Two to Three students who are in full uniform will be chosen to recite the Pledge of Allegiance At the conclusion of the pledge classes line-up to exit

**Dismissal**

First through Second grade students are dismissed at 3:10 pm on Mondays, Wednesdays, Thursdays, and Fridays and at 3:45 pm on Tuesdays. Kindergarten is dismissed at 3:10 pm every day. There are 3 groups of students during the dismissal process. They include:

- Students picked up by a family member
- Students who take the bus [Busing will not be offered after 2017]
- Students who attend the Afterschool Program

| Kindergarten to 4th Grade | |
|---|---|
| Picked Up | Parent pick up in classroom |
| Bus Student | Picked up by staff member & escorted outside |
| Afterschool | Picked up by staff member & taken to assigned afterschool room |

## School Emergency Closings

In case of bad weather or possible school closings, please tune into WCBS 880 AM radio. Amber will follow NYC Board of Education closings. Amber Charter School's website will provide information when the school is closed. School Messenger will send a voicemail and email notice to parents/guardians in the event of a school closing.

## Attendance

Attendance is essential to your child's academic success. If your child is absent, a note signed by the parent/guardian stating the reason is required when they return to school. For medical absences, a doctor's note is required and will be filed in the student's record.

Students are responsible for any school work they have missed. Parents/guardians will contact the school to make arrangements to obtain missed assignments. Excessive absences may result in a child repeating a grade. A student's promotion may be considered in doubt if he/she has been absent 10 or more unexcused days during the school year. Extenuating circumstances will be considered. **Research has shown a direct relationship between the number of days absent and a student's academic success or failure.**

## Chronic Tardiness

Though school starts at 8:10 am, students can arrive to the school as early as 7:30 am. Students who arrive after 8:20 am are considered to be late. The school will keep track of instructional time lost. Students are considered chronically late when he/she approaches thirty instances of tardiness in one school year. See promotion policy for more details.

## Student Sign Out Procedure

We understand that emergencies may arise where it would require students to be picked up before the dismissal time. In this case, we ask parents to submit in writing a note or e-mail indicating the time of pick-up. This notification should be sent to the classroom teacher and the Dean of Students. Parents will be required to sign out their child at the front desk before the child is dismissed.

## Student Sign In procedure

Students who arrive late to school due to doctor appointments or emergencies are required to sign in at the front desk in order for their attendance to be documented. The parent is also responsible for checking in with the main office to submit any doctor's notes and ensure attendance has been recorded for the day.

## Extended Illness

Students who will be absent for an extended time are required to get missing classwork and homework from their teacher and are required to bring it back to school completed. A note from the doctor or hospital is required to be submitted to the main office on the first day the student returns to school.

## Vacations/ Religious Holidays

Amber Charter School follows the DOE calendar for Winter Break, Mid-Winter Break and Spring Break. In addition to the breaks, the following holidays are usually observed by Amber Charter School:

- Rosh Hashanah
- Yom Kippur
- Columbus Day
- Veteran's Day
- Thanksgiving (Thursday & Friday)
- Martin Luther King Jr. Day
- Memorial day

**Protocol for 911 calls**

Calls are made to 911 when:

| Circumstance | Time frame |
|---|---|
| Physical injury/sickness requiring medical attention | As soon as identified |
| Violent outburst with potential of physical harm toward self or others | 15 minutes and outburst has not abated |
| Missing child | 15 minutes and child has not been found |
| Suicide ideation with plausible plan | After parent has been notified, and parent is uncooperative. |

First administrator on scene makes the decision for call to be made and identifies person to make the call.

Parents will always be notified. Incident reports must be filed.

**Child Abuse & Neglect**

All staff are considered Mandated Reporters, who are required by law to report suspected child abuse or maltreatment to the New York State Central Register (SCR) of Child Abuse and Maltreatment, also known as the Child Abuse Hotline. The law also assigns civil and criminal liability to those professionals who do not comply with their mandated reporter abilities.

Mandated reporters are required to report suspected child abuse or maltreatment – or cause a report to be made – when, in their professional roles, they are presented with reasonable cause to suspect abuse or maltreatment. Please call 1-800- 342-3720.

**Anti-bullying Rules**

All students are expected to follow the following:

1. We will not bully others and always treat each other with respect.
2. We will help students who are bullied.
3. We will include students who are left out.
4. If I or somebody else is being bullied, I will tell an adult at school and an adult at home

## Uniforms

**UNIFORMS ARE MANDATORY.** Your child is expected to adhere to the following attire: Navy bottoms; light blue buttoned down shirt/blouse; navy sweater, a tie, navy or black socks and navy blue or black shoes. **Students who are not in school uniform pose a security threat to themselves.**

### Amber Uniform Requirements

| **WINTER:** November to March | **SPRING:** September to October & April to June |
|---|---|
| • Navy blue long pants<br>• Navy blue skirt<br>• Long sleeved light blue oxford buttoned down shirt/blouse with Amber logo embroidered on left hand side<br>• Navy blue sweater with Amber logo embroidered on the left hand side<br>• Navy blue or black socks<br>• Navy blue or black shoes; sneakers<br>• Navy blue tie<br><br>Gym Uniform:<br>• Short sleeve light blue t-shirt with Amber logo silk screened on the left hand side<br>• Navy sweatpants | • Navy blue shorts/skirt/skort<br>• Navy blue long pants<br>• Short sleeved light blue oxford buttoned down shirt/blouse with Amber logo embroidered on left hand side<br>• Navy blue or black socks<br>• Navy blue or black shoes/sneakers<br>• Navy blue tie<br><br>Gym Uniform:<br>• Short sleeve light blue t-shirt with Amber logo silk screened on left hand side<br>• Navy shorts or sweatpants. |

Not Uniform: *Cargo pants, leggings, thermal shirts that can be seen under uniform, any shoe that **IS NOT** navy blue or black, hoodie jackets, any clothing item that conceals the Amber logo, any clothing item that is not the appropriate color, Navy blue jumpers.

## Jewelry

Students should not wear ornate or expensive jewelry to school. The school will not be responsible for lost or stolen jewelry.

## Homework Policies

At Amber Charter School, homework is given to review and reinforce skills and lessons that were taught during the day or week. Particular assignments may remediate or extend learning based on students' needs. Homework helps the teachers and parents monitor students' progress and understanding of the
subject matter. It also provides a sense of accomplishment for the student. **Parents support their child's learning when they ensure their child completes their homework daily.**

**Electronic Devices**

Toys and electronic devices are not permitted in school at any time. All said items will be confiscated immediately. **The school is not responsible for electronic devices that are lost, stolen or broken.**

# Student Health

New York State law requires that each student entering kindergarten or a new school district in grades 1 – 12 have a certificate of immunization at the time of registration or not later than the first day of school. A review of student immunizations requirements and the proper supporting documents shall be completed for all new students.

Before a child can be permitted to enter and attend school, parents or guardians must present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Parents may waive immunization in accordance with Public Health Law and exemptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization [see § 2164 (8) and (9) of the Public Health Law].

**School Illness**

The health of our students is very important to us. Amber Charter School has a nurse provided by the Department of Health to be on site to assist with illnesses, injuries, and emergencies. When a student notifies a teacher that they are not feeling well, students are escorted to the nurse's office. The nurse will examine the child and notify parents of any findings. In the case of an injury that doesn't permit the student to walk to the nurse, the nurse will go to the student. Emergency services will be called for major illnesses or injuries. Below please find examples of minor and major emergencies.

| Minor | Major |
|---|---|
| - Cut/Scrape<br>- Stomach Ache<br>- Headache<br>- Dizzy spell<br>- Lice | - Asthma attack<br>- Allergic Reactions<br>- Student Faints<br>- Student Falls<br>- Bleeding<br>- Broken bones |

## Medication

Students who require medication during the school day must have a 504 Medical Form completed and filed with the school nurse. Students must never be given medication to be self-administered in school. **Teachers will not administer and/or secure any medication.**

## Emergency Form

Your child's safety is our highest priority. It is crucial that the emergency information kept at the school is accurate. It is the responsibility of the parent/guardian to update the school anytime there is an address change or phone number change. In an emergency we need to be able to reach you or the persons you have identified to be contacted. Please make sure to notify us if any of your contact information changes.

## Building Safety School Visitation

Parents/guardians are always welcome to visit the school. To visit during the school day, arrangements should be made with your child's teacher and approved by an administrator. All visitors must sign in at the front desk and obtain a pass from the office so that maximum security is maintained for the students and the school community. Visitors will not be admitted to a classroom without a pass from the office.

For children's security, Amber enforces a strict no-visitation policy during outdoor recess. No adults are allowed to pick up children during recess.

## Drills Conducted

In order to ensure students know what to do in an emergency, Amber Charter School holds monthly drills to practice emergency skills and train students to stay safe should an emergency arise. The following drills are held throughout the year:

- Fire Drills
- Bus Safety Drills
- Lockdown Drills
- Evacuation Drills

# School Offerings

## After School Program

### East Harlem Afterschool Program

Amber Charter School's Afterschool program is an in-house program which runs during the school year (September – June). There is a monthly fee of $160 which is due on the 15th of each month school is in session. Afterschool begins directly after dismissal and concludes at 5:30 pm with student pick-up until 6:00 pm. The afterschool program provides snack, homework help, project based learning, and enrichment sessions such as dance, cooking, and arts and crafts. Parents must attend an annual orientation in order to register their child. Students are accepted into the after-school program depending upon available space as on a first come first served basis. Space is limited.

### Kingsbridge Afterschool Program

The Afterschool program for the Kingsbridge location is run by Manhattan College. An orientation meeting is held for interested families and announced via email and flyer.

## Tutoring

Amber Charter School offers qualified academic tutors for grades 3-5. The academic tutors work in partnership with the teachers to establish goals for each student and assist with small group instruction. Academic tutors lead small group activities for each tutoring session based on student's needs.
Academic tutors also supervise children during lunch and recess. The academic tutors at Amber Charter School are a part of the classroom community and serve as a necessary resource for the students and their academic needs.

## Services for Special Education

Amber Charter School offers Special Education Services to students who have Individualized Education Plans (IEP's). Amber offers counseling services, speech and language services, Special Education Teacher Support Services (SETSS) and Occupational Therapy and Physical therapy.

## Services for English Language Learners

Amber Charter School follows the NYSED guidelines to identify English Language Learners [ELLs] and to identify the in-house services they are entitled. The program we offer for English language learners (ELL) is the Freestanding Standing English as a Second Language. The English as a Second Language (ESL) program at Amber Charter School delivers comprehensive instruction so that the identified students can attain the goals and outcomes as set forth in our Instructional Plan. At Amber our ESL program aims to increase English language skill (Speaking, Listening, Writing, and Reading) in order for our students to perform the equivalent to Native English speakers. We encourage taking risks and embracing challenges to inspire excellence and accountability.

Each Instructional member of our school plays an important role to promote language acquisition and achievement.

## Summer Academic Enrichment Program

The Summer Program is offered to all rising 3rd graders. The program's goal is to provide academic support and enrichment to students in preparation for the upcoming school year. The summer program runs for four weeks during the month of July.

## Enrichment Activities

Amber faculty and staff is so committed to the students' that many volunteer after work hours to run special enrichment programs. We are proud of their contributions and commitment to enriching the lives of Amber students. Some of the offerings they lead are:

- Pep Squad
- Amber Knights Basketball Team
- Honor Choir
- National Elementary Honor Society
- Student Council

## Swimming

Studies show that children who do not learn to swim before 3rd grade are more likely to be afraid of the water. We want our students to thrive in all areas of their life. Amber offers swimming lessons in the spring to all 2nd graders. Students must bring their swimsuits worn under their uniforms. Our staff accompanies them to the swimming pool and supervises the lessons. Licensed swim instructors, lifeguards, and their teachers monitor students and ensure safety in the pool.

## Field Trips

Educational and cultural field trips are an integral part of the curriculum. All students are expected to attend school trips unless your child's safety cannot be assured in which case parents/guardians will be asked to escort the child on the trip.

Parents are always invited to attend trips hosted by Amber. We encourage all students to attend so that they can experience different types of activities. Some trips require a monetary contribution while most are free of charge. All students must have permission slips signed in order to attend trips.

For trips in the neighborhood (park, library, etc.) a permission slip isn't needed as parents complete a neighborhood trip permission slip when they enroll in Amber Charter School.

## Physical Education

All children must participate in physical activities (indoor/outdoor) unless they are excused for medical reasons. Parents will be responsible for notifying the school in advance if any special arrangements are needed. **A doctor's note must be provided if a child is not allowed to exercise or go outside.** Students must wear the designated uniform for physical education classes which is navy blue sweatpants and a light blue t-shirt with Amber logo**.**

## Music –Carnegie Hall –Link Up

Music education is an integral part of the Amber experience. In 3rd grade, students participate in the Carnegie Hall – Link up recorder program. This program gives students an opportunity to showcase playing the recorder at Carnegie Hall. The third graders learn to play the recorder during their weekly music class.

## Meals

Proper nutrition is a crucial element in the learning of a child. Studies show that students who eat breakfast are more engaged in school. We provide breakfast and lunch every day. In the beginning of the year, parents are asked to fill out a lunch form which determines the meal category for students. This is a critical form that allows Amber to provide school meals.

Breakfast is served daily for all students who wish to eat from 8:00 – 8:10 AM. Lunch is served between 11:00 AM – 12:30 PM on a scheduled timeframe.

## Transportation

The Department of Transportation provides students of Amber Charter School with free transportation services. There are two different modes of transportation services. Below please find how the Department of Education determines eligibility for each mode of transportation:

| | Distance Code A | Distance Code B | Distance Code C | Distance Code D |
|---|---|---|---|---|
| | Less than 0.5 Mile | 0.5 mile or more, but less than 1 mile | 1 mile or more, but less than 1.5 miles | 1.5 miles or more |
| **Kindergarten** | Half Fare | School Bus or Full Fare | | |
| **1st Grade** | Half Fare | | | |
| **2nd Grade:** | Half Fare | | | |
| **3rd Grade:** | Not Eligible | Half Fare | School Bus or Full Fare | |
| **4th Grade:** | Not Eligible | Half Fare | | |
| **5th Grade** | Not Eligible | Half Fare | | |

**Yellow School Bus**

Yellow school busing is provided through the Department of Education. Students who live between ½ mile and 5 miles from the school usually receive yellow busing. Amber Charter School employs bus matrons to ride all school buses assigned to Amber Students to ensure the safety of our students to and from school. Busing is **only** offered at Amber East Harlem.

**Student MetroCards**

Amber Charter School distributes student MetroCards to eligible students twice during the year. Student MetroCards are only to be used by the student to whom it was issued. MetroCards are good for travel to and from school between 5:30 a.m. and 8:30 p.m. only on days the school is in session. Student MetroCards are valid for three trips each school day.
If a MetroCard is lost, stolen or damaged, it should be reported to the main office immediately. The main office will report the missing or damaged card and help the student get are placement.

## School Communication

**Modes of communication:**

- ✓ Web: www.ambercharter.org
- ✓ Email address: teacher's first initial, last name followed by@ambercharter.org
- ✓ Telephone East Harlem: [redacted]
- ✓ Telephone Kingsbridge:
- ✓ Letter: All written notes should be addressed to the proper personnel. Verbal messages relayed by children will not be accepted.
- ✓ Facebook https://www.facebook.com/AmberCharterSchool/

### Monthly Newsletter

Parent's monthly newsletter is sent home the first week of each month. The packet includes the following:

- A letter from the Principal
- Meals calendar (breakfast & lunch)
- Monthly School Activities
- Super readers calendar
- Home & School Connection article

### School Messenger

The School will also send out robo calls, emails and text messages to families to provide pertinent information.

## School Policies

### Admission Policy

Admission is by a lottery. The lottery will be held during the first week of April every year. Students will be placed on a waiting list if there are no slots available at the time of the lottery. The waiting list is valid for the academic school year. Priority is given to siblings of accepted students in the school and students living in community school district #4 and #10. **A child entering kindergarten must be five years of age by December 1st of the same year.**

**Sibling Preference Policy**

In the admission of an incoming kindergartener, first or second grade student preference in acceptance to the school will be considered if:

- student is a sibling of an already attending Amber student; or
- student is a sibling of a student about to graduate from Amber [application received while sibling is still enrolled at Amber]; and
- has submitted a complete application; and
- birth date is before December 1st.

The preference will be admission upon demonstration of proficiency on preliminary evaluation.

Final determination for preference will be made by the Executive Director.

Once a student has been selected, parents must attend an orientation and pre-registration in order to complete the admission process.

Amber provides the following Special Education services to students with an Individualized Education Plan (IEP): speech therapy; counseling, Special Education Teacher Support Services (SETSS), and Occupational Therapy (OT)/ Physical Therapy (PT) off-site.

The following documentation is required:

- ✓ Birth certificate
- ✓ Proof of address
- ✓ Up-to-date immunization booklet.
- ✓ Physical examination record which must be completed andreturned.

**No child will be permitted to attend school without complete documentation.**

**Promotion Policy Guidelines**

*The following criteria will be taken into consideration regarding promotional decisions.*

**Report Card**

A student must score an average of a level 3 or higher in all of the core subjects combined, namely, Reading, Writing, Math, Science, and Social Studies, by the third trimester to be promoted.

If this criterion is not met, the following criteria will be taken into consideration regarding promotional decisions.

**Terra Nova Assessment**

A student must score on the Reading or Math Terra Nova Assessment at .8 of their present grade in the Grade Equivalent Score to be promoted.

**Students with an IEP**

Student must meet the promotional criteria as outlined in their IEP. Absent such criteria, school administration will take into consideration other academic and social/emotional factors to determine whether to promote a student.

**English Language Learners**

The student is deemed ready to succeed in the next grade with ESL support services.

AND

**Attendance and Tardiness**

Having more than **TEN** unexcused absences negatively contributes to a decision to promote a child. Note, three unexcused tardies equal one absence.

***All final decisions regarding promotion will be determined by the Principal.***

**Revised June 10, 2015.**

## School Volunteers

School volunteers are an important aspect of Amber community life. We recommend that parents volunteer at least 2 hours in the school year to Amber. Parent volunteers in the classrooms must attend a training session and be fingerprinted.

## Parent Involvement Policy
## Required Parent Participation

- An orientation and pre-registration
- Primary Language Interview (entering kindergarten students)
- Back to School Night
- Parent-Teacher Conferences
- Child Study Conferences
- Suspension Conferences
- Other meetings as needed

Amber staff is always willing to meet with parents when meetings are scheduled in advance.

## FAMILY EDUCATIONAL RIGHT TO PRIVACY ACT (FERPA— BUCKLEY AMENDMENT)

Federal law guarantees you the right to access to your child's records, to correct and/or comment on the contents of the records, and to be assured that records are only viewed by those who have a legitimate need. For the details of the law's provisions, you may ask for a copy of the FERPA Buckley Amendment at the school. You may also access it through an internet search for "Buckley Amendment."

## Parent Involvement Policy / Title I

Amber Charter School's Local Education Agency (LEA) and Title I School Parent Involvement Policy, and Amber's Parent Compact, have been developed in response to No Child Left Behind requirements. Title I is a federal program which makes additional resources available to help assure that all children succeed academically.

The purpose of this policy is to encourage and facilitate involvement by parents of students participating in Title I programs. The policy shall provide the framework for organized, systematic, ongoing, informed and timely parental involvement in relation to decisions about the Title I services within Amber. Below is the policy of Amber acting as both, Local Education Agency and Title I school.

## Parental Policy Involvement

LEA-level Parent Involvement Policy Component:

The partnership between home and school will be supported by:

1. Amber's development of an infrastructure to continually assess, plan and implement strategies that build the partnership.

1.1 A school-wide committee of parents, teachers, and administrators to guide overall program efforts and serve as a home-school partnership network.

1.2 Coordination of activities through the staff development system in areas of teacher in-service, assessment of teaching strengths, and communication with parents toward the creation of the best possible learning experience of each child.

2. Self-study of parental involvement practices by teams of parents, teachers and director using the following seven basic principles considered essential to home-school partnerships.

2.1 Every aspect of the school climate is open, helpful and friendly.

2.2 Communications with parents are frequent, clear and two-way.

2.3 Parents are treated as collaborators in the educational process, with a strong complementary role to play in their children's school learning and behavior.

2.4 Parents are encouraged, both formally and informally, to comment on school policies and to share the decision making.

2.5 The school administrators actively express and promote the philosophy of partnership with all families.

2.6 The school encourages volunteer participation from parents and the community.

2.7 The school recognizes its responsibility to forge a partnership with all families in the school, not simply those most easily available.

**School-Level Involvement Policy Component:**

Amber Charter School invites parental participation in the following ways:

- Title I in conjunction with the Parents Association, will schedule an annual meeting to inform parents of their school's participation in the program. It will be scheduled at the beginning of each school year. The administration will also send out letters to parents informing them of the date and location of the meeting, and will post this information on the school website. This meeting usually held during Back to School Night
- If deemed necessary by the Family Council, Amber will offer multiple meetings such as morning and evening so as to include as many parents as possible.
- The Parents Association will hold regular meetings in accordance with its by-laws. These meetings will regularly address the joint planning review and, improvement of Title I programs.
- One parent will be elected yearly to the Board of Trustees for each school location.
- All newly-enrolled parents will participate in Primary Language Record interviews. At these interviews, parents will be provided with information about Title I services;
- All parents will participate in Back to school night, and annual parent orientation. At these events, parents will be provided with information about Title I services.

**Amber will provide parents of participating children**:

- Timely information about Title I programs. Title I services will keep parents updated about the types of services their children are being provided, the planned duration of service, and the goals of the services;
- The school performance profile required under section 1116(a)(3);

This compact summarizes key responsibilities of school and home.

- The child's individual student assessment results, including an interpretation of such results. Title I services will provide these results and will go over the interpretation with the parent at a scheduled meeting;
- A description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet. Parents will receive this information at Primary Language Record interviews, the annual Title I meeting, the curriculum night, and the orientation for parents at the beginning of every schoolyear;
- Title I services will schedule parent meetings as requested.

**Technical Assistance and Support**

To help parents plan and implement parent involvement activities support is provided by:

1. Principal
2. Parent Liaison
3. Title One Reading Specialist
4. Guidance Counselors
5. Classroom Teachers

**Technical Assistance will include:**

1. Assistance in parent outreach through mail and telephone andemail;
2. Preparing and translating parent involvement announcements andpamphlets;
3. Staff participation as presenters at Family Council events;
4. Joint planning of parent activities and support in preparing parent information such as reading lists, parent guides, and partial-immersion brochures;
5. Assistance in making available electronic equipment for events;
6. Individual teacher meetings with parents on instructional support (homework).

**Annual Evaluation of Parent Involvement Policy**

Amber will ensure the policy is up-to-date and effectively addresses the changing needs of the school community. The school administration will discuss ways to identify strategies for overcoming barriers to parent participation and to increase parent participation. Policy revisions will be based on the evaluation and will be incorporated into the Parent Involvement Policy. The Executive Director will be responsible for the implementation of the Policy and of revisions.

**The Parent Involvement Policy has been developed in conjunction with the Family Council**.

**Amber Charter School Parent/Guardian Compact**

Amber Charter School believes that school-home collaboration is essential to the achievement of its mission and objective. Amber recognizes parents as a child's primary educator and role model. It welcomes parents as active and respected partners in school life and key participants in the school community.

**What Parents/Guardians Should Expect from Amber Charter School:**

Parents should expect Amber Charter School to fulfill its Charter and to meet the goals and measurable objectives outlined in its Accountability Plan. These goals are:

- All students at Amber Charter School will become proficient readers and will make strong yearly progress toward mastery of English-language reading skills;
- All students at Amber Charter School will become proficient in math and will make strong yearly progress toward the mastery of mathematics skills.
- All Amber Charter School students will develop proficiency in one or more of the New York State Learning Standards for the Arts;
- Parents will be active participants in their children's education, school decision-making and evaluation;
- Amber Charter School will maintain strong enrollment and strong parent interest;
- Amber Charter School will make sound decisions and effective, responsible use of financial resources to maximize student learning;
- The Board will play an active role in governing and bringing resources to Amber Charter School;
- Faculty and staff will be fully engaged partners in the development of the school and their own professional development.

These goals, the measurable objectives for each goal, and how Amber works to meet them, are described in Amber's Charter, Accountability Plan, and annual Accountability Report, as well as in the Parent Handbook. All parents receive copies of the Parent Handbook and will be provided with copies of the Charter, Accountability Plan and Accountability Reports on request.

**What Amber Charter School Expects from Parents and Guardians:**

- Parents/guardians will support their children's education to the best of their ability;
- Parents/guardians will read and/or tell stories to their children at least 20 minutes per night, as the single most important way parents can help their children.
- Parents/guardians will be familiar with and committed to supporting Amber Charter School's mission and goals as described in this Compact;
- Parents/guardians will read and be familiar with the Parent Handbook;

- Parents/guardians will support the school discipline code.
- Parents/guardians will keep the emergency contact information card accurate and up-to-date;
- Parents/guardians will return registration, health, medical, and school-meals forms promptly;
- Parents/guardians of newly-enrolled children will participate in Primary Language Record interviews;
- Parents/guardians will maintain a high attendance rate for children and work with the school staff to overcome obstacles to regular attendance;
- Parents/guardians will assure that children arrive on time, well-rested, and dressed appropriately each day;
- Parents/guardians will assure that children are well-nourished and get good breakfasts at home or participate in the school breakfast and lunch program;
- Parents/guardians will maintain close contact with director and teachers to support their child's education, attending activities such as orientation, curriculum night, parent-teacher conferences, and, as needed or desired, individual meetings;
- Parents/guardians will work with the school to build children's self-respect, respect for others, and appreciation of their own and others' cultures;
- Parents/guardians will work with the school to help children develop skills in the peaceful resolution of disputes;
- Parents/guardians will volunteer time and skills to help the school to the greatest extent they can;
- Parents/guardians will play an active role in the Family Council.

## Discipline Policy

### Essential Components of the Discipline Policy

Discipline policies exist to enable the school to function effectively without disruption and to help strengthen the integration of students into the overall school community. The focus is on behaviors that are helpful and constructive for the community and to reduce/eliminate behaviors that weaken the community. This helps us to live in a community where everyone is respected and feels safe emotionally and physically.

Administrators, school staff and students will use self-discipline to develop a positive, safe, healthy and

successful school environment. Therefore, everyone is responsible for respecting and implementing the aforementioned common understandings.

Discipline procedures at Amber are designed to help the student to:

1. Function creatively and effectively,
2. Promote self-responsibility and accountability,
3. Participate actively in the school and global community,
4. Engage in the teaching and learning process,
5. Involve their families as responsible and accountable members.

**It is essential that** we establish an on-going staff-student relationship based on trust and respect.

**It is essential that** self-responsibility and accountability be promoted by maximizing student involvement in making decisions and resolving problems. Students will be involved in the analysis of an incident and in the discussion of appropriate consequences (if necessary).

**It is essential that** students and parents are accountable for student learning by completing homework assignments and school projects, having excellent attendance and arriving to school on time.

**It is essential that** parents/guardians participate and support school discipline policies.

**Amber School Behavior Agreement**

A behavior agreement ensures that there is consistent and equitable treatment of all students. It is important that all members of a school community know the disciplinary measures that can be taken when any student misbehaves or substantially disrupts a classroom. However, it should be noted that inappropriate behavior may be symptomatic of a more serious problem that a student is experiencing. It is, therefore, important that members of our school community be sensitive to issues that may be impacting upon the behavior of student and utilize services provided by support staff, i.e. counselors, guidance and/or social workers to support this student. To this end, Amber has created a Child Study Team for this purpose. This team, comprised of school personnel, will develop behavior plans and explore techniques that can be used to address a student's behavioral problems. These plans and techniques will be discussed with the student and his/her parent or guardian. If, at any time, school personnel suspect that student difficulties may be the result of a disability which may require special education services, the parent will be notified and the student may be referred for further evaluation to the Kennedy Center and/or Committee on Special Education.

Amber staff will implement the Behavior Agreement with very clear consequences for children and families. The agreement delineates clearly articulated expectations and consequences for what occurs when this agreement is violated. The Behavior Agreement covers the very important categories of:

- **Behavior Card System**
- **Uniform**
- **Homework**
- **Absences and tardiness**
- **Safety of self and others**
- **Respect of Property**

**Behavior Card System Kinder- 4th grade**

The school has implemented a mandatory *behavior card discipline system* across the grades in all classrooms. It is our expectation that, as per Amber's Mission statement (to enable all students to become fully educated, creative adults), this behavior card system will help our students to develop self- discipline and respect.

The cards are organized into colors that range from green to blue to yellow to red.

- Green: If a student remains on green, he/she is behaving in an appropriate manner.
- Blue: If a student moves to blue, he/she will be asked to self-check and may have a timeout.
- Yellow: If a student moves to yellow, he/she will have a more severe consequence and maybe removed from class and be required to fill out a think sheet.
- Red: If a student moves to red, his/her parent will be contacted.

This system enables both teachers and students to monitor behavior and self-check. In any event, parents will be kept abreast of behavior infraction

**5th Grade Behavioral Plan**

5th grade students are considered the school's upperclassmen and are the leaders of the school. With this position comes more responsibility and a greater sense of pride. We are invested in educating the whole child 5th grade teachers work in conjunction with the Dean of Students to develop a discipline plan geared towards the specific needs of the students. The individual plans include positive reinforcements filled with incentives that will allow your child to build self-motivating skills that they can utilize for years to come.

- In continuing a positive school community, we expect the 5th grade students to lead by example therefore; we will not tolerate behaviors such as:
- Repeated disruption(s) of class instruction (including specials)
- Inappropriate verbal altercations (i.e. Bullying, gossiping, etc.)
- Physical altercations (i.e. Fighting)
- Refusal of daily academic activities/lessons
- Not being academically prepared with the necessary tools to complete activities/lessons

More serious and repeated refusal to follow directions will be addressed by the Dean of Students. It is essential that we all work together to make sure your child is working to their full potential and feels comfortable and safe here at Amber.

**Short Term Suspension**

A short-term suspension refers to an in-school removal or out-of-school removal of a student for disciplinary reasons for a period of ten or fewer days. A student who has committed any of the infractions listed below may be subject minimally to a short-term suspension, unless the Principal or designee determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. The Principal reserves the right to adjust the punishment for each infraction per his or her judgment.

**Disciplinary Infractions**

- Attempt to assault any student or staff member;
- Vandalize school property causing minor damage;
- Endanger the physical safety of another by the use of force or threats of force that reasonably places the victim in fear of imminent bodily injury;
- Engage in conduct which disrupts school or classroom activity or endanger or threaten to endanger the health, safety, welfare, or morals of others
- Engage in insubordination
- Fail to complete assignments, carry out directions, or comply with disciplinary sanctions;
- Cheat on quizzes, exams, or commit plagiary;
- Used forged notes or excuses;
- Steal, or attempt to steal, or possess property known by the student to be stolen;
- Commit extortion;
- Engage in gambling;
- Abuse school property or equipment;
- Use obscene or abusive language or gestures;
- Engage in acts of verbal or physical sexual harassment;
- Make a false bomb threat or pull a false emergency alarm;
- Possess tobacco or alcohol;
- Commit any other act which school officials reasonably conclude disrupts the learning environment of the school;
- Repeatedly commit minor behavioral infractions which, in aggregate, may be considered an infraction subject to formal disciplinary action.

**Procedures and Due Process for Short Term Suspension**

The Principal or designee may impose a short-term suspension, and shall follow due process procedures consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). Before imposing a short term suspension, or other, less serious discipline, the Principal shall provide notice to inform the student of the

charges against him or her, and if the student denies the charges, an explanation of the evidence against the student. A chance to present the student's version of events shall also be provided.

Before imposing a short-term suspension, the Principal or designee shall notify the parents or guardian in writing that the student may be suspended from school. Written notice of the decision to impose suspension shall be provided within 24 hours. Notification also shall be provided by telephone and in writing. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an informal conference with the Principal or designee. Such notice and informal conference shall be in the dominant language or mode of communication used by the parents or guardian. The parents or guardian of the student and the student shall have the opportunity to present the student's version of the incident and to have the Principal or designee ask questions of the complaining witnesses. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonablypracticable.

The Principal's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the School's complaint process.

**Long Term Suspension/Expulsion**

A long-term suspension refers to the removal of a student from school for disciplinary reasons for a period of more than five days. Expulsion refers to the permanent removal of a student from school for disciplinary reasons. A student who is determined to have committed any of the infractions listed below may be subject minimally to a long-term suspension or expulsion, unless the Principal or designee determines that an exception should be made based on the circumstance of the incident and the student's disciplinary record. Such a student may also be subject to any of the disciplinary measures outlined elsewhere in this document including a referral to the appropriate law enforcement authorities.

**Disciplinary Infractions**

- Possess, use, attempt to use, or transfer of any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student in school;
- Commit, or attempt to commit arson on schoolproperty;
- Assault any other student or staffmember;
- Intentionally cause physical injury to another person, except when student's actions are reasonably necessary to protect him or herself from injury;
- Vandalize school property causing majordamage;
- Commit any act which could constitute a crime or is a more egregious infraction described under "short-term suspension", which school officials reasonably conclude warrants a long-term suspension.

A student who commits any of the acts previously described as causes for short term-suspension may,

instead or in addition, be subject to a long-term suspension at the Principal's or designee's discretion only if the student has committed the act at least three times in the academic year.

**Procedures and Due Process for Long Term Suspension**

The Principal may impose a long-term suspension. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the Principal may expel the student from school. Upon determining that a student's action warrants a possible long- term suspension, the Principal shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The Principal also shall immediately notify the student's parent(s) or guardian(s). Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents which resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s). At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence.

If the Principal initiates the suspension proceeding, he or she shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the Principal may accept or reject all or part of it. The Principal's decision to impose a long-term suspension or expulsion may be challenged by the parent or guardian through an appeal process to the Board of Trustees of the Education Corporation the details of which shall be determined. NOTE: In any instance where the Principal is directly involved in the instance(s) at issue for a suspension or expulsion, the Principal shall appoint a designee to handle any investigation, hearing and determination.

**Expulsion**

After a child's third suspension, the student's parent or guardian may be required to come to school and to sit with the student in his or her classroom(s). Upon a student's fourth suspension in one year, the student may be referred to the Amber Board of Trustees for an expulsion hearing.

Expulsion requires Board approval. Violation of any of the following three infractions will be grounds for immediate action by the Board of Trustees and could result in expulsion:

1. Students may not sell, distribute, possess, or be under the influence of drugs or alcohol;
2. Students may not possess and/or use firearms, dangerous weapons or other instruments;
3. Four or more suspensions in one year.

## Firearm Violations

Federal and New York law require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Weapon," as used in this law means a "firearm," as defined by 18 USC § 921, and includes firearms and explosives. (New York Education Law §3214 effectuates this federal law.) The Principal shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Principal shall refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

## Provision of Instruction during Removal

The School will ensure that alternative educational services are provided to a child who has been suspended or removed to help that child progress in the school's general curriculum. For a student who has been suspended, alternative instruction will be provided to the extent required by applicable law. For a student who has been expelled, alternative instruction will be provided in the same manner as a suspended student until the student enrolls in another school for a reasonable period thereafter or until the end of the school year.

Alternative instruction will be provided to students suspended or expelled in a way that best suits the needs of the student. Instruction for such students shall be sufficient to enable the student to make adequate academic progress, and shall provide them the opportunity to complete the assignments, learn the curriculum and participate in assessments. Instruction will take place in one of the following locations: the child's home, a contracted facility (e.g., in the school district of location), or a suspension room or other room at the school. During any removal for drug or weapon offenses, additional services shall include strategies designed to prevent such behavior from recurring. Instruction will be provided by one or more of the following individuals who shall be certified or qualified in accordance with § 2854(3)(a-1) of the Education Law and the federal *No Child Left Behind* Act: the student's teacher(s), aides or trained volunteers, individuals within a contracted facility, and/or a tutor hired for this purpose.

## Student Records

The School will maintain written records of all suspensions and expulsions including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons. The School will comply with NYSED's VADIR data collection requirements and disciplinary data and submit that information to NYSED by required deadlines.

**Disciplinary Policy for Students with Disabilities**

In addition to the discipline procedures applicable to all students, the School shall implement the following disciplinary policy procedures with respect students with disabilities. [A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.527(b)—that a disability exists may request to be disciplined in accordance with these provisions.] The School shall comply with sections 300.519- 300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

If a student violates the School's discipline code and is being considered for a suspension or removal, the School must ensure the following due process protections are provided to the student and to the student's parent(s) in addition to those set forth in the regular education discipline code. For suspensions of five school days or less, the student's parent(s) or guardian must be provided with a written notice, and a follow up telephone call if possible, within 24 hours of the incident leading up to the suspension which describes the basis for the suspension and explains that the parent or guardian has the right to request an informal conference with the Principal and appropriate staff to discuss the incident and question any complaining witness against the student. For suspensions in excess of five consecutive school days, the student's parent(s) or guardian must be provided with a written notice which indicates that the district proposes to suspend the student from school in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the student has an opportunity for a fair hearing conducted by the Principal or his or her designee at which the student will have a right to question any witnesses accusing him/her of committing the misconduct charge and to present witnesses on his/her behalf. Where possible, notification must also be provided by telephone. In addition, the School will work with CSE to provide alternative education to the student during the suspension as set forth below, including any special services required by the Individualized Education Program (IEP) prepared by the student's Committee on Special Education (CSE) of their district of residence. Final determination on a suspension or removal of a student, following due process, shall be made by the Principal.

The School shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

Students for whom the IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will be immediately referred to the CSE of the student's district of residence for consideration of a change in the guidelines.

If a student identified as having a disability is suspended during the course of the school year for total of eight days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement. In considering the placement of students referred because of disciplinary

problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

The School shall work with the district to ensure that the CSE of the student's district of residence meets within 7 days of notification of any of the following: (1) The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days; (2) The commission of any infraction resulting from the student's disability; (3) The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the Principal would seek to impose a suspension in excess of 10 days.

Also, the School will ensure that when the suspension or removal of a student with a disability will constitute a disciplinary change of placement, the CSE will be immediately notified so that the CSE can meet its required obligations to:

1) Convene a CSE meeting within 10 school days to make a manifestation determination.
2) Convene a CSE meeting within 10 business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan.
3) Provide the student's parent with a copy of their procedural due process rights.
4) Work closely with the CSE of the students' district of residence in determining education services or the interim alternative educational setting consistent with the FAPE requirements.

**Provision of Services during Removal**

Those students removed for a period fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The School also shall provide additional alternative instruction with the reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, and computer instruction.

During any subsequent removal that, combined with previous removals equals ten or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination.

During any removal for drug or weapon offenses [pursuant to 34 CFR §300.520(a)(2)] services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative educational settings as appropriate and mandated by 34 CFR §300.520(a)(2).

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP.

The CSE of the student's district of residence will make the service determination.

**CSE Meetings**

Meetings of the CSE of the student's district of residence to either develop a behavioral assessment plan or, if the child has one, to review such plan are required when: (1) the child is first removed from his or her current placement for more than ten school days in a school year; and (2) when commencing a removal which constitutes a change in placement. The student's special education teacher (or coordinator) and the general classroom teacher will attend all meetings regarding the student initiated by the CSE from the student's home district.

Subsequently, if other removals occur which do not constitute a change in placement, the School will work with the CSE of the student's district of residence to review the child's assessment plan and its implementation to determine if modifications are necessary. If one or more members of the CSE of the student's district of residence believe that modifications are needed, then the CSE is expected to meet to modify the plan and/or its implementation.

**Due Process**

If discipline which would constitute a change in placement is contemplated for any student, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) immediately, if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action.

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

**If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in any interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and the School agree otherwise.**

Revised: June, 2014.

## Amber Charter School Complaint Policy

Revised: October 12, 2016

Any individual or group may bring a complaint to the Board of Trustees ("Board") of the Amber Charter School ("School") alleging a violation of the provisions of Article 56 of the education law (i.e. the New York State Charter Schools Act), the School's charter, or any other provision of law relating to the management or operation of the School.

The complaint will be presented to the Board in written form. The Board may be contacted at the School's address, 220 East 106th Street, New York, NY 10029. Attn: Board Secretary.

The Board shall respond at or prior to the next public meeting of the Board. Every effort will be made to respectfully address the matter to the satisfaction of the individual or group who presented the complaint. The Board, as necessary, shall direct the Executive Director to act upon the complaint and report to the Board. The Board shall render a determination in writing, as necessary.

If, after presentation of the complaint to the Board, the individual or group determines that the Board has not adequately addressed the complaint, the complainant may present the complaint to the State University Trustees through the Charter Schools Institute, which shall investigate and respond. Their address is SUNY Charter Schools Institute, SUNY Plaza, 353 Broadway, Albany, NY 12246.
If, after presentation of the complaint to the Charter Schools Institute, the individual or group determines that the Charter Schools Institute has not adequately addressed the complaint, the complainant may present the case to the Board of Regents, which shall investigate and respond. Their address is 89 Washington Avenue, Albany NY 12234.

The Charter Schools Institute and the Board of Regents have the power and the duty to take remedial action as appropriate.

Complaints other than those alleging a violation of the provisions of Article 56 of the education law, the School's charter, or any other provision of law may be directed, in writing, to the Principal who will respond to them within ten (10) business days.

If the complainant is unsatisfied with this resolution, he/she may present the complaint to the Executive Director, who will investigate and respond.

Sashemani Elliott, East Harlem Principal
220 East 106th Street
New York, NY 10029
[redacted]

Veronica Almedina, Kingsbridge Principal
3120 Corlear Avenue
Bronx, NY 10463
[redacted]

## Transfer Policy
## TRANSFER REQUEST FORM

**Amber Charter School Transfer Policy**

Parents of current Amber Charter School students are eligible to transfer, between Amber Charter School East Harlem and Amber Charter School Kingsbridge, by completing and sending a Transfer Request Form to the Principal at any time during the school year before the month of March. Requests are reviewed and a determination will be communicated in writing to the parent within fourteen (14) business days from receipt of the Request. The Principal maintains complete discretion in determining whether to grant the Request. Among the factors considered are whether: a) the location has the grade requested, b) there is space in the desired grade, c) denying the Request will cause an undue hardship on the parent, and d) granting the Request will cause an undue hardship on the School.

**Process:**

1. Submit request by March 31st.
2. Parent will be informed of decision by April 28th.
3. If transfer granted, parent must accept by May 5th.

---

Student Name: _____

Current Class: _____ Current Grade: _____

Parent/Guardian Name: _____

I request that my child be transferred from: [check one] ◯ East Harlem ◯ Kingsbridge to [check one] ◯ East Harlem ◯ Kingsbridge for the school year _____.

Parent/Guardian Signature: _____

---

[Completed by school personnel]

Date Request Received: _____ School Personnel Initials: _____

Decision Made: ◯ Approved ◯ Denied Date Parent Informed: _____

Parent Response: ◯ Accepted ◯ Declined Date Parent responded: _____

## Internet Safety, Network Usage and Cell Phone Policy for Students

Amber Charter School (hereinafter referred to as "Amber Charter") grants students (hereinafter referred to as "users") access to the Internet and to its computer network.

It is the policy of Amber Charter to: (a) prevent user access over its computer network to or transmission of, inappropriate material via Internet, electronic mail or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

**Definitions**

Key terms are as defined in the Children's Internet Protection Act[1]. A summary of the Children's Internet Protection Act can be accessed by going to http://www.fcc.gov/guides/childrens-internet-protection-act

**Access to Inappropriate Material**

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet or other forms of electronic communications or access to inappropriate information.

Students, as required by the Children's Internet Protection Act, shall be prevented from using inappropriate sites and blocking shall be applied to visual depictions of material deemed obscene or child pornography or to any material deemed harmful to minors.

[1] CIPA definitions of terms:

***Technology Protection Measure:*** The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are:

1. *Obscene*, as that term is defined in section 1460 of title 18, United States Code;
2. *Child Pornography*, as that term is defined in section 2256 of title 18, United States Code; or
3. *Harmful to minors*.

***Minor:*** A minor, as defined by the FCC, is anyone under the age of 17**.**

***Harmful to Minors:*** The term "harmful to minors" means any picture, image, graphic image file or other visual depiction that:

1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
2. Depicts, describes or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts or a lewd exhibition of the genitals; and
3. Taken as a whole, lacks serious literary, artistic, political or scientific value as to minors.

***Sexual Act; Sexual Contact:*** The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code.

## Inappropriate Internet and Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Amber Charter's online computer network when using electronic mail, chat rooms, instant messaging and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate internet and network usage includes:

1. Unauthorized access, including so-called 'hacking,' and other unlawful activities;and
2. Unauthorized disclosure, use and dissemination of personal identification information regarding minors.

## Supervision and Monitoring of Students

It shall be the responsibility of all members of the Amber Charter School staff to supervise and monitor Student's usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet protection Act.

## Violations

The following are activities that directly violate Amber Charter's Student Internet Safety and Network Usage Policy:

1. Using, transmitting, receiving or seeking inappropriate, offensive, vulgar, suggestive, obscene, abusive, harassing, belligerent, threatening, defamatory or misleading language and materials.
2. Using network resources to transmit messages of ethnic, sexual-preference or gender-related slurs or jokes.
3. Jeopardizing security and access to the company's network or other Internet networks by disclosing or sharing passwords or impersonating others.
4. Accessing or attempting to access controversial or offensivematerials.
5. Engaging in Cyber-Bulling as defined below.

## Noncompliance

Use of the computer network and the Internet is a privilege, not a right. Violation of this policy, at minimum, will cause the Student's access to the network and the Internet to be terminated.

## Cyber-Bullying

Cyber-Bullying defined for this policy is an aggressive behavior directed at another person using various

communication technologies such as e-mails, instant messaging, texting, or sending images via cell phones, sending abusive videos, blogs, postings or comments on social media sites, virtual worlds, web pages, and/or chat rooms. For all practical purposes, aggressive behavior encompasses the intent or action to torment, threaten, harass, humiliate, and/or embarrass the victim for any period. Cyber-bullying may also be referred to as online social cruelty and/or electronic bullying.

**Training and Guidelines for Teachers**

Training, guidelines and lesson plans will be provided by School Counselors and implemented by a Technology Specialist or Classroom Teacher (where applicable) to students in grades K-5 who utilize internet or network resources as part of their curriculum. Sample of lessons or actual lesson and handouts may be utilized from online resources such as OnGuardOnline.gov[2] and/or CommonSenseMedia.org[3] whenever necessary. Each teacher completing a lesson in Internet Safety and Digital Citizenship Education will complete a Teacher Verification Document as proof of compliance for USAC SLD E-Rate funding.

**Noncompliance**

Students who are identified as engaging in cyber-bullying shall be subject to discipline. At a minimum a Student may lose access to the network and the Internet indefinitely. Such acts will also be reported to the Student's parents and a Student may be subject to suspension or expulsion.

**Cell Phone Use**

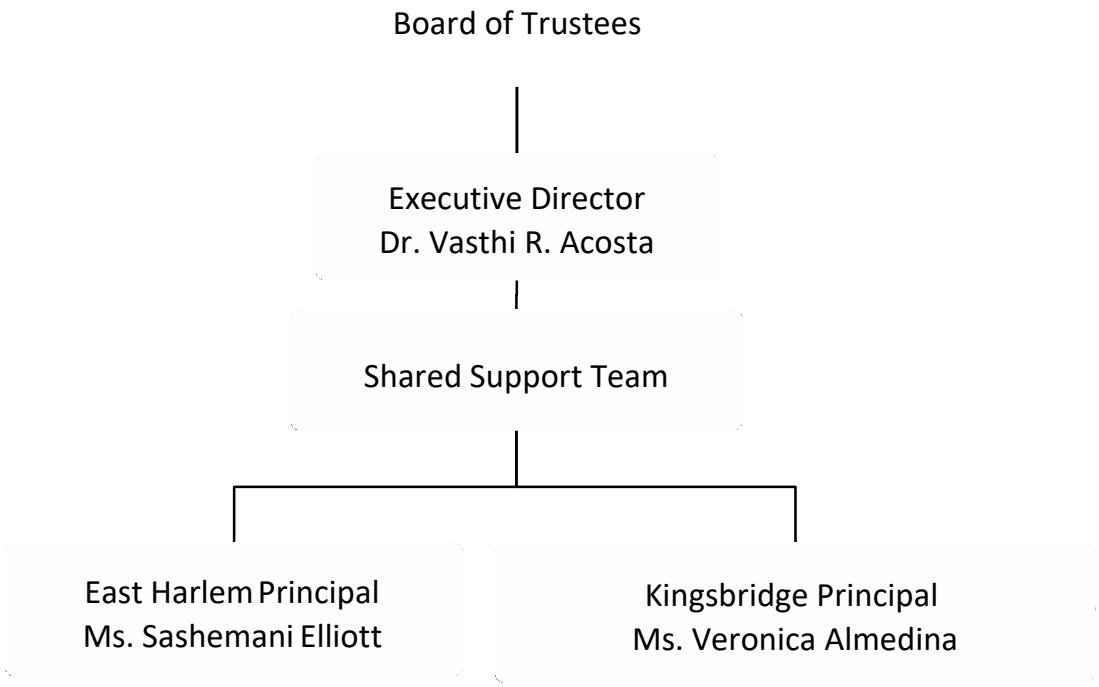
Students are discouraged from bringing cell phones and Personal Digital Assistants (PDAs) to school. Teachers are authorized to create a usage policy for their individual classrooms to ensure the optimum atmosphere for learning. Accordingly, Students may be asked to turn in cell phones and PDAs for safe keeping by a Teacher at the start of a class period. The Teacher will return the cell phone and PDA at the end of the class period.

[2]Common Sense Media is a 501(c)3 non-profit corporation providing information to children and families in the world of media and technology. http://www.commonsensemedia.org/educators/erate

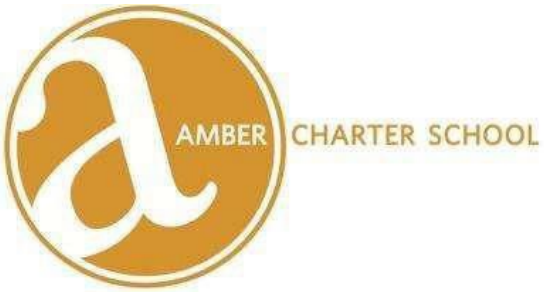
[3]OnGuardOnline.gov is the federal government's website to help children and families to be safe, secure and responsible online.

# Organization Chart

**Amber CharterSchool**



# Sign Receipt Form




I acknowledge that:

I have received a copy of Amber Charter School Parent Handbook and Behavior Agreement: Discipline Policies and Procedures. I recognize and accept my responsibility to read and become familiar with its contents. I acknowledge that it is designed to provide general information on Amber's policies and procedures. I also understand that Amber Charter School reserves the right to add, delete, or modify the contents of the Parent Handbook and Behavior Agreement, at any time and for any reason.

_____

Student Name (Print)

_____

Parent Name (Print)

Parent's Signature

Date

Houghton Mifflin Harcourt

hmhco.com

# JOURNEYS

**Every Reader**
Empowered. Inspired. Confident.

# SCOPE AND SEQUENCE

GRADES K–6

# JOURNEYS

## **SCOPE** AND **SEQUENCE**

GRADES K–6

**CONTENTS**


**KINDERGARTEN** ..... **2**

**GRADE 1** ..... **32**

**GRADE 2** ..... **56**

**GRADE 3** ..... **80**

**GRADE 4** ..... **110**

**GRADE 5** ..... **144**

**GRADE 6** ..... **178**

JOURNEYS

| Week | Selections | Concepts of Print | Phonological Awareness | Letter Names | ELD - Language Workshop Lessons |
|---|---|---|---|---|---|
| 1 | **Listen to Rhymes**<br>Jack and Jill"<br>"One, Two, Three, Four, Five"<br>"Pease Porridge Hot"<br>"Colors"<br>"To Market, To Market" | **Concepts of Print**<br>Recognize Names<br>Distinguish Letters, Numbers<br>Book Handling<br>Environmental Print | **Phonological Awareness**<br>Rhyming Words<br>Blend Syllables | **Letter Names**<br>Letters: *Aa, Bb, Cc, Dd, Ee* | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer *wh-* Questions<br>**Interpret:** Analyze Language Choices<br>**Produce:** Write a Recount<br>**How English Works:** Expand Sentences with Prepositions<br>**Vocabulary Network:** Words about Letters |
| 2 | **Listen to Rhymes**<br>"I Went Upstairs"<br>"Mix a Pancake"<br>"Sing a Song of Sixpence"<br>"Little Arabella Stiller"<br><br>**Listen to Songs**<br>"Quack! Quack! Quack!" | **Concepts of Print**<br>Book Handling<br>Distinguish Letters, Numbers<br>Environmental Print<br>Recognize First and Last Names | **Phonological Awareness**<br>Rhyming Words<br>Blend and Segment Syllables | **Letter Names**<br>Letters: *Ff, Gg, Hh, Ii, Jj* | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions Using Open Responses<br>**Interpret:** Analyze Language Choices<br>**Produce:** Plan a Presentation<br>**How English Works:** Expand Noun Phrases to Add Details<br>**Vocabulary Network:** Words about Rhymes |



| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|
| Lesson | Selections | Text-Based Comprehension | Phonological Awareness/Phonics | Concepts of Print, Fluency, High-Frequency Words | Speaking and Listening | Target/Academic Vocabulary | Language | ELD Language Workshop Lessons | Writing |
| 1 | **Read Aloud Book**<br>Building with Dad<br>**Genre:** Realistic Fiction<br><br>**Big Book**<br>What Makes a Family?<br>**Genre:** Informational Text<br><br>**Paired Selections**<br>"Frère Jacques"<br>"Everybody Says"<br>"Tortillas for Mommy"<br>"My Little Sister"<br>**Genre: for "Frère Jacques"** Poetry and Lullaby<br>**Genre: for Remaining Paired Selections** Poetry | **Target Skill**<br>Main Ideas<br><br>**Target Strategy**<br>Summarize<br><br>**Supporting Skills**<br>Genre | **Phonological Awareness**<br>Rhyming Words<br>Single Sounds<br><br>**Letter Names**<br>Letters *Kk, Ll, Mm, Nn, Oo*<br><br>**Student Book**<br>See What We Can Do<br>We Can Make It | **Concepts of Print**<br>Directionality: Left to Right<br>Book Parts<br><br>**Words to Know (High-Frequency Words)**<br><br>**Fluency**<br>Read with Expression | **Enrich Vocabulary**<br>Talk About Families | **Oral Vocabulary**<br>*cranes, crew, gleaming, mechanic, outlining, solid*<br><br>**Selection Vocabulary**<br>*celebrate, family, memories, include*<br><br>**Domain-Specific Vocabulary**<br>*parent, sibling, ancestor, relation*<br><br>**Vocabulary Strategy**<br>Classify and Categorize Family Words | **Grammar Skill**<br>Nouns<br><br>**How English Works**<br>Connecting Ideas | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer Questions<br>**Interpret:** Text Elements: Character<br>**Produce:** Recount Experiences<br>**How English Works:** Identify and Use Common Nouns<br>**Vocabulary Network:** Words about Family | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Names<br><br>**Focus Trait**<br>Conventions |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonological Awareness/Phonics** | **Concepts of Print, Fluency, High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **2** | **Read Aloud Book**<br>Friends at School<br>**Genre:** Informational Text<br><br>**Big Book**<br>How Do Dinosaurs Go to School?<br>**Genre:** Fantasy<br><br>**Paired Selection**<br>"My School Bus"<br>**Genre:** Informational Text | **Target Skill**<br>Understanding Characters<br><br>**Target Strategy**<br>Infer/Predict<br><br>**Supporting Skills**<br>Author's Purpose | **Phonemic Awareness**<br>Beginning Sounds<br><br>**Letter Names**<br>Letters *Pp, Qq, Rr, Ss, Tt*<br><br>**Student Book**<br>We Go to School<br>I Like | **Concepts of Print**<br>Directionality: Follow Words Left to Right, Top to Bottom<br>Book Handling<br><br>**Words to Know (High-Frequency Words)**<br>*like*<br><br>**Fluency**<br>Pause for Punctuation | **Enrich Vocabulary**<br>Talk About School | **Oral Vocabulary**<br>*busy, company, container, job, scoop, tortoises*<br><br>**Selection Vocabulary**<br>*bullying, tidies, fidget, interrupt*<br><br>**Domain-Specific Vocabulary**<br>*behave, member, respect, community*<br><br>**Vocabulary Strategy**<br>Antonyms | **Grammar Skill**<br>Nouns for Places<br><br>**How English Works**<br>Verb Types (being) | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer *wh-* Questions<br>**Interpret:** Ask and Answer Questions<br>**Produce:** Plan a Presentation<br>**How English Works:** Identify and Use Proper Nouns<br>**Vocabulary Network:** Words about School | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Labels<br><br>**Focus Trait**<br>Elaboration |
| **3** | **Read Aloud Book**<br>I Have a Pet!<br>**Genre:** Realistic Fiction<br><br>**Big Book**<br>Please, Puppy, Please<br>**Genre:** Realistic Fiction<br><br>**Paired Selection**<br>"Different Kinds of Dogs"<br>**Genre:** Informational Text | **Target Skill**<br>Story Structure<br><br>**Target Strategy**<br>Monitor/Clarify<br><br>**Supporting Skills**<br>Conclusions | **Phonological Awareness**<br>Beginning Sounds<br>Words in Oral Sentences<br><br>**Letter Names**<br>Letters *Uu, Vv, Ww, Xx, Yy, Zz*<br><br>**Student Book**<br>Baby Bear's Family<br>The Party | **Concepts of Print**<br>Letters and Words: First, Last Letters; Distinguish Letters from Words<br>The Alphabet<br><br>**Words to Know (High-Frequency Words)**<br>*the*<br><br>**Fluency**<br>Reading Rate | **Enrich Vocabulary**<br>Talk About Pets | **Oral Vocabulary**<br>*cooperate, curious, interesting, slimy, smooth, vet*<br><br>**Selection Vocabulary**<br>*fetch, inside, outside, please*<br><br>**Domain-Specific Vocabulary**<br>*responsibility, groom, train, nurture*<br><br>**Vocabulary Strategy**<br>Synonyms | **Grammar Skill**<br>Nouns for Animals and Things<br><br>**How English Works**<br>Verb Types (doing) | **Language Skills and Strategies**<br>**Collaborate:** Agree and Disagree<br>**Interpret:** Text Elements: Events<br>**Produce:** Share a Story<br>**How English Works:** Link Events Together<br>**Vocabulary Network:** Words about Caring for Pets | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Captions<br><br>**Focus Trait**<br>Purpose |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonological Awareness/Phonics** | **Concepts of Print, Fluency, High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **4** | **Read Aloud Book**<br>Pizza at Sally's<br>**Genre:** Realistic Fiction<br><br>**Big Book**<br>Everybody Works<br>**Genre:** Informational Text<br><br>**Paired Selections**<br>"The Elves and the Shoemaker"<br>**Genre:** Fairy Tale<br>"The Lion and the Mouse"<br>**Genre:** Fable | **Target Skill**<br>Text and Graphic Features<br><br>**Target Strategy**<br>Analyze/Evaluate<br><br>**Supporting Skills**<br>Genre | **Phonological Awareness**<br>Beginning Sounds<br>Words in Oral Sentences<br><br>**Phonics**<br>Letters *Mm*<br><br>**Student Book**<br>Mm<br>I Like Mm | **Concepts of Print**<br>Spaces Between Words<br>Environmental Print<br><br>**Words to Know (High-Frequency Words)**<br>*and*<br><br>**Fluency**<br>Pause for Punctuation | **Speaking and Listening**<br>Talk About Jobs | **Oral Vocabulary**<br>*customers, dough, famous, perfect, sprinkled, stretchy*<br><br>**Selection Vocabulary**<br>*creating, delivering, hobby, protecting*<br><br>**Domain-Specific Vocabulary**<br>*volunteer, worker, job, goods, services*<br><br>**Vocabulary Strategy**<br>Classify and Categorize Words for Jobs<br><br>**Enrich Vocabulary**<br>Words with Endings *-ed, -ing* | **Grammar Skill**<br>Action Verbs in the Present Tense<br><br>**How English Works**<br>Verb Tenses | **Language Skills and Strategies**<br>**Collaborate:** Give Instructions<br>**Interpret:** Language Choices<br>**Produce:** Use Technology; Give Presentations; Add Details<br>**How English Works:** Use Connecting Words<br>**Vocabulary Network:** Words about Work People Do | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Story Sentences<br><br>**Focus Trait**<br>Development |
| **5** | **Read Aloud Book**<br>The Little Red Hen<br>**Genre:** Folktale, Fable<br><br>**Big Book**<br>The Handiest Things in the World<br>**Genre:** Informational Text<br><br>**Paired Selection**<br>Stone Soup<br>**Genre:** Folktale | **Target Skill**<br>Details<br><br>**Target Strategy**<br>Question<br><br>**Supporting Skills**<br>Cause and Effect | **Phonological Awareness**<br>Beginning Sounds<br>Words in Oral Sentences<br><br>**Phonics**<br>Letters *Ss*<br>Review *m, s*<br><br>**Student Book**<br>Ss<br>I Like Ss | **Concepts of Print**<br>Capitalization: First Word in a Sentence<br>Punctuation: Period, Question Mark<br><br>**Words to Know (High-Frequency Words)**<br>Review: *I, like, the, and*<br><br>**Fluency**<br>Pause for Punctuation | **Speaking and Listening**<br>Discuss Tools, Ask a Question About Tools, Discuss Answers | **Oral Vocabulary**<br>*admired, delicious, delight, doubt, fable, sigh*<br><br>**Selection Vocabulary**<br>*appears, future, handy, stray*<br><br>**Domain-Specific Vocabulary**<br>*invention, utensil, aid, purpose*<br><br>**Vocabulary Strategy**<br>Synonyms<br><br>**Enrich Vocabulary**<br>Asking Questions | **Grammar Skill**<br>Action Verbs in the Present Tense<br><br>**How English Works**<br>Text Structure | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions and Ideas<br>**Interpret:** Analyze Word Choices<br>**Produce:** Write a Drama<br>**How English Works:** Use Connecting Words<br>**Vocabulary Network:** Words about Helping | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Class Story<br><br>**Focus Trait**<br>Development<br><br>**Research/Media Literacy**<br>Research a Tool |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonological Awareness/Phonics** | **Concepts of Print, Fluency, High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **6** | **Read Aloud Book**<br>Listen, Listen<br>**Genre:** Informational Text<br><br>**Big Book**<br>My Five Senses<br>**Genre:** Informational Text<br><br>**Paired Selections**<br>"Picnic Day"<br>"Here Are My Eyes"<br>"The Storm"<br>"Five Wonderful Senses"<br>**Genre:** Poetry | **Target Skill**<br>Compare and Contrast<br><br>**Target Strategy**<br>Monitor/Clarify<br><br>**Supporting Skills**<br>Text and Graphic Features | **Phonological Awareness**<br>Blend Onset and Rime<br><br>**Phonics**<br>Letters *Aa* (Short *a*)<br>Vowels and Consonants<br><br>**Student Book**<br>Aa<br>I See | **Concepts of Print**<br>Book Parts<br>Reading a Chart<br><br>**Words to Know (High-Frequency Words)**<br>*see*<br><br>**Fluency**<br>Pause for Punctuation | **Speaking and Listening**<br>Discuss Daily Activities | **Oral Vocabulary**<br>*drift, ripen, scurry, sizzle, whisper, whistle*<br><br>**Selection Vocabulary**<br>*aware, senses, sight, touch*<br><br>**Domain-Specific Vocabulary**<br>*vision, sound, flavor, texture, scent*<br><br>**Vocabulary Strategy**<br>Context Clues<br><br>**Enrich Vocabulary**<br>Sentences with Opposites | **Grammar Skill**<br>Sensory Words<br><br>**How English Works**<br>Text Structure | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions and Ideas<br>**Interpret:** Analyze Word Choice<br>**Produce:** Plan a Presentation<br>**How English Works:** Use Conjunctions<br>**Vocabulary Network:** Words about the World | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Descriptive Sentences<br><br>**Focus Trait**<br>Purpose |
| **7** | **Read Aloud Book**<br>Amelia's Show-and-Tell Fiesta<br>**Genre:** Realistic Fiction<br><br>**Big Book**<br>Mice Squeak, We Speak<br>**Genre:** Realistic Fiction<br><br>**Paired Selection**<br>"The Fort Worth Zoo"<br>**Genre:** Informational Text | **Target Skill**<br>Understanding Characters<br><br>**Target Strategy**<br>Analyze/Evaluate<br><br>**Supporting Skills**<br>Author's Word Choice | **Phonological Awareness**<br>Blend Onset and Rime<br>Segment Onset and Rime<br><br>**Phonics**<br>Letters *Tt*<br>Short *a*, Long *a*<br><br>**Student Book**<br>Tt<br>We Like Toys | **Concepts of Print**<br>Punctuation: Period, Question Mark, Exclamation Point<br><br>**Words to Know (High-Frequency Words)**<br>*we*<br><br>**Fluency**<br>Read with Expression | **Speaking and Listening**<br>Have a Conversation | **Oral Vocabulary**<br>*foolish, frowns, ruffled, special, treasures, tropical*<br><br>**Selection Vocabulary**<br>*chatter, coo, snore, squawk*<br><br>**Domain-Specific Vocabulary**<br>*communicate, respond, language, conversation*<br><br>**Vocabulary Strategy**<br>Classify and Categorize Sensory Words<br><br>**Enrich Vocabulary**<br>Words for Sounds | **Grammar Skill**<br>Sensory Words<br><br>**How English Works**<br>Noun Phrases | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions and Ideas<br>**Interpret:** Analyze Text Elements: Character<br>**Produce:** Write an Explanation<br>**How English Works:** Identify and Use Connecting Words<br>**Vocabulary Network:** Words about Language | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Descriptive Sentences<br><br>**Focus Trait**<br>Conventions |
| **8** | **Read Aloud Book**<br>Jonathan and His Mommy<br>**Genre:** Realistic Fiction<br><br>**Big Book**<br>Move!<br>**Genre:** Informational Text<br><br>**Paired Selection**<br>"The Hare and the Tortoise"<br>**Genre:** Fable | **Target Skill**<br>Details<br><br>**Target Strategy**<br>Visualize<br><br>**Supporting Skills**<br>Compare and Contrast | **Phonological Awareness**<br>Blend Onset and Rime<br>Segment Onset and Rime<br><br>**Phonics**<br>Letters *Cc* (/k/)<br><br>**Student Book**<br>Cc<br>I Can See | **Concepts of Print**<br>Spaces Between Words<br>Directionality<br><br>**Words to Know (High-Frequency Words)**<br>*a*<br><br>**Fluency**<br>Read with Expression | **Speaking and Listening**<br>Discuss Animals, Research and Share | **Oral Vocabulary**<br>*backward, beat, leap, strange, wiggle, zigzag*<br><br>**Selection Vocabulary**<br>*colony, rustling, slithers, startled*<br><br>**Domain-Specific Vocabulary**<br>*dive, swim, climb, fly*<br><br>**Vocabulary Strategy**<br>Classify and Categorize Action Words<br><br>**Enrich Vocabulary**<br>Movement Words | **Grammar Skill**<br>Adjectives for Color<br><br>**How English Works**<br>Text Structure | **Language Skills and Strategies**<br>**Collaborate:** Express Likes and Dislikes<br>**Interpret:** Ask and Answer Questions<br>**Produce:** Give a Speech<br>**How English Works:** Expand Noun Phrases<br>**Vocabulary Network:** Words about Animal Movements | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Captions<br><br>**Focus Trait**<br>Purpose<br><br>**Research/Media Literacy**<br>Research an Animal |

JOURNEYS

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonological Awareness/Phonics** | **Concepts of Print, Fluency, High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **9** | **Read Aloud Book**<br>Good Morning, Digger<br>**Genre:** Realistic Fiction<br><br>**Big Book**<br>What Do Wheels Do All Day?<br>**Genre:** Informational Text<br><br>**Paired Selection**<br>"Wheels Long Ago and Today"<br>**Genre:** Informational Text | **Target Skill**<br>Text and Graphic Features<br><br>**Target Strategy**<br>Question<br><br>**Supporting Skills**<br>Conclusions | **Phonological Awareness**<br>Blend Phonemes<br><br>**Phonics**<br>Letters *Pp*<br><br>**Student Book**<br>Pp<br>I Like Animals | **Concepts of Print**<br>Letters in Words<br><br>**Words to Know (High-Frequency Words)**<br>*to*<br><br>**Fluency**<br>Reading Rate | **Speaking and Listening**<br>Ask Questions, Research, Share | **Oral Vocabulary**<br>*early, weeds, community, cement, vacant, welding*<br><br>**Selection Vocabulary**<br>*sputter, travelers, twirl, patrol*<br><br>**Domain-Specific Vocabulary**<br>*push, pull, roll, spin*<br><br>**Vocabulary Strategy**<br>Synonyms<br><br>**Enrich Vocabulary**<br>Talk About Vehicles | **Grammar Skill**<br>Adjectives for Numbers<br><br>**How English Works**<br>Connecting Ideas | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions and Ideas<br>**Interpret:** Text Elements: Describe Character<br>**Produce:** Write a Story<br>**How English Works:** Identify and Use Verbs<br>**Vocabulary Network:** Words about Wheels | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Description<br><br>**Focus Trait**<br>Elaboration<br><br>**Research/Media Literacy**<br>Answer Questions About Vehicles |
| **10** | **Read Aloud Book**<br>David's Drawings<br>**Genre:** Realistic Fiction<br><br>**Big Book**<br>Mouse Shapes<br>**Genre:** Fiction<br><br>**Paired Selection**<br>"Signs and Shapes"<br>**Genre:** Informational Text | **Target Skill**<br>Story Structure<br><br>**Target Strategy**<br>Summarize<br><br>**Supporting Skills**<br>Understanding Characters | **Phonological Awareness**<br>Blend Phonemes<br><br>**Phonics**<br>Review Letters *Aa* (Short *a*), *Tt, Cc* (/k/), *Pp*<br><br>**Student Book**<br>Mmmm, Good!<br>The Playground | **Concepts of Print**<br>Capitalization: First Letter of a Sentence<br>Spaces Between Words<br><br>**Words to Know (High-Frequency Words)**<br>Review: *see, we, a, to*<br><br>**Fluency**<br>Read with Expression | **Speaking and Listening**<br>Talk About Characters | **Oral Vocabulary**<br>*add, fluffy, fresh, grinned, moment, shyly*<br><br>**Selection Vocabulary**<br>*hurry, pounced, sneaky, tricky*<br><br>**Domain-Specific Vocabulary**<br>*rectangle, triangle, diamond, circle, oval, square*<br><br>**Vocabulary Strategy**<br>Classify and Categorize Shape Words<br><br>**Enrich Vocabulary**<br>Words with Suffixes *-ly, -ful* | **Grammar Skill**<br>Adjectives for Size and Shape<br><br>**How English Works**<br>Prepositional Phrases | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions and Ideas<br>**Interpret:** Language Choices<br>**Produce:** Plan a Presentation<br>**How English Works:** Identify Prepositions<br>**Vocabulary Network:** Words about Shapes | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Description<br><br>**Focus Trait**<br>Evidence |

| | READING LIT & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonological Awareness/Phonics** | **Concepts of Print, Fluency, High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **11** | **Read Aloud Book**<br>Every Season<br>**Genre:** Informational Text<br><br>**Big Book**<br>Jump into January<br>**Genre:** Informational Text<br><br>**Paired Selection**<br>"Holidays All Year Long"<br>**Genre:** Informational Text | **Target Skill**<br>Compare and Contrast<br><br>**Target Strategy**<br>Question<br><br>**Supporting Skills**<br>Text and Graphic Features | **Phonemic Awareness**<br>Blend Phonemes<br>Final Sound<br><br>**Phonics**<br>Review Letters *Aa* (Short *a*)<br>Words with a (Short *a*)<br>Blending Words<br>Word Building<br><br>**Student Book**<br>Pat Cat, Sam Cat<br>Pam Cat | **Concepts of Print**<br>Letters in Words<br>Spaces Between Words<br><br>**Words to Know (High-Frequency Words)**<br>*come, me*<br><br>**Fluency**<br>Pause for Punctuation | **Speaking and Listening**<br>Talk About the Weather | **Oral Vocabulary**<br>*bloom, peck, scatter, speckled, store, tracks*<br><br>**Selection Vocabulary**<br>*glistens, jive, local, orchard*<br><br>**Domain-Specific Vocabulary**<br>*wind, weather, season, evaporate, air*<br><br>**Vocabulary Strategy**<br>Figurative Language<br><br>**Enrich Vocabulary**<br>Multiple-Meaning Words | **Grammar Skill**<br>Sentence Parts: Subject<br><br>**How English Works**<br>Text Cohesion | **Language Skills and Strategies**<br>**Collaborate:** Listen and Respond with Gestures and Words<br>**Interpret:** Distinguish Effects of Word Choice<br>**Produce:** Write an Exposition<br>**How English Works:** Identify and Use Conjunctions<br>**Vocabulary Network:** Words about Seasons | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Story Sentences<br><br>**Focus Trait**<br>Elaboration<br><br>**Research/Media Literacy**<br>Chart the Weather |
| **12** | **Read Aloud Book**<br>Storm Is Coming!<br>**Genre:** Fantasy<br><br>**Big Book**<br>Snow<br>**Genre:** Fantasy<br><br>**Paired Selection**<br>"How Water Changes"<br>**Genre:** Informational Text | **Target Skill**<br>Conclusions<br><br>**Target Strategy**<br>Monitor/Clarify<br><br>**Supporting Skills**<br>Understanding Characters | **Phonemic Awareness**<br>Blend Phonemes<br>Final Sound<br><br>**Phonics**<br>Letters *Nn*<br>Words with *n*<br>Blending Words<br>Word Building<br><br>**Student Book**<br>I Can Nap<br>Tap with Me | **Concepts of Print**<br>Letters and Words<br>Spaces Between Words<br><br>**Words to Know (High-Frequency Words)**<br>*with, my*<br><br>**Fluency**<br>Read with Expression | **Speaking and Listening**<br>Compare Texts | **Oral Vocabulary**<br>*guard, huddle, nodded, pasture, silent, stampede*<br><br>**Selection Vocabulary**<br>*drifted, gathering, swirled, wisely*<br><br>**Domain-Specific Vocabulary**<br>*hibernate, adapt, temperature, melt*<br><br>**Vocabulary Strategy**<br>Classify and Categorize Sensory Words<br><br>**Enrich Vocabulary**<br>Words with Endings *-ed, -ing* | **Grammar Skill**<br>Sentence Parts: Verb<br><br>**How English Works**<br>Verb Tenses | **Language Skills and Strategies**<br>**Collaborate:** Ask for Assistance or Permission<br>**Interpret:** Distinguish Effects of Word Choice<br>**Produce:** Plan a Presentation<br>**How English Works:** Identify and Use Verbs<br>**Vocabulary Network:** Words about Weather | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Story Sentences<br><br>**Focus Trait**<br>Development |
| **13** | **Read Aloud Book**<br>A Zebra's World<br>**Genre:** Informational Text<br><br>**Big Book**<br>What Do You Do With a Tail Like This?<br>**Genre:** Informational Text<br><br>**Paired Selections**<br>"Wings"<br>"Dragonfly"<br>"Tails"<br>"On Our Way"<br>**Genre:** Poetry | **Target Skill**<br>Author's Purpose<br><br>**Target Strategy**<br>Visualize<br><br>**Supporting Skills**<br>Text and Graphic Features | **Phonemic Awareness**<br>Blend Phonemes<br>Final Sound<br><br>**Phonics**<br>Letters *Ff*<br>Words with *f*<br>Blending Words<br>Word Building<br><br>**Student Book**<br>Cam, Pam, Fan, and Mac<br>Fat Cat | **Concepts of Print**<br>Directionality<br>High-Frequency Word Hunt<br><br>**Words to Know (High-Frequency Words)**<br>*you, what*<br><br>**Fluency**<br>Reading Rate | **Speaking and Listening**<br>Discuss Animals, Present | **Oral Vocabulary**<br>*daily, herd, muscles, pattern, several, usually*<br>**Selection Vocabulary**<br>*belongs, capture, nasty, sensitive*<br><br>**Domain-Specific Vocabulary**<br>*insect, mammal, fish, reptile, bird*<br><br>**Vocabulary Strategy**<br>Context Clues<br><br>**Enrich Vocabulary**<br>Words with Prefixes *un-, re-* | **Grammar Skill**<br>Complete Sentences: Capitalization and Punctuation<br><br>**How English Works**<br>Prepositional Phrases | **Language Skills and Strategies**<br>**Collaborate:** Listen and Respond Using Gestures, Words, and Phrases<br>**Interpret:** Analyze Text Elements: Sequence<br>**Produce:** Write a Retelling<br>**How English Works:** Connect Ideas<br>**Vocabulary Network:** Words about Animal Bodies | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Story Sentences<br><br>**Focus Trait**<br>Development<br><br>**Research/Media Literacy**<br>Animal Fun Facts |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonological Awareness/Phonics** | **Concepts of Print, Fluency, High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **14** | **Read Aloud Book**<br>Home for a Tiger, Home for a Bear<br>**Genre:** Informational Text<br><br>**Big Book**<br>Turtle Splash!<br>**Genre:** Informational Text<br><br>**Paired Selection**<br>"Where Animals Live"<br>**Genre:** Informational Text | **Target Skill**<br>Cause and Effect<br><br>**Target Strategy**<br>Infer/Predict<br><br>**Supporting Skills**<br>Author's Purpose | **Phonemic Awareness**<br>Blend Phonemes<br>Isolate Middle Sound<br><br>**Phonics**<br>Letters *Bb*<br>Words with *b*<br>Blending Words<br>Word Building<br><br>**Student Book**<br>What Now?<br>Bab at Bat | **Concepts of Print**<br>High-Frequency Word Hunt<br><br>**Words to Know (High-Frequency Words)**<br>*are, now*<br><br>**Fluency**<br>Read with Expression | **Speaking and Listening**<br>Discuss Animal Habitats, Research, Share | **Oral Vocabulary**<br>*burrow, desert, lodge, patient, shade, soaring*<br><br>**Selection Vocabulary**<br>*idle, lounging, scampers, timid*<br><br>**Domain-Specific Vocabulary**<br>*habitat, environment, woodland, grassland, wetland*<br><br>**Vocabulary Strategy**<br>Classify and Categorize Number Words<br><br>**Enrich Vocabulary**<br>Number Words and Ordinals | **Grammar Skill**<br>Verbs in the the Past Tense<br><br>**How English Works**<br>Noun Phrases | **Language Skills and Strategies**<br>**Collaborate:** Express Feelings or Needs<br>**Interpret:** Ask and Answer Questions to Show Active Listening<br>**Produce:** Plan a Presentation<br>**How English Works:** Recognize Present-Tense Verbs<br>**Vocabulary Network:** Words about Animal Homes | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Story<br><br>**Focus Trait**<br>Organization<br><br>**Research/Media Literacy**<br>Research an Animal Habitat |
| **15** | **Read Aloud Book**<br>How Many Stars in the Sky?<br>**Genre:** Realistic Fiction<br><br>**Big Book**<br>What a Beautiful Sky!<br>**Genre:** Informational Text<br><br>**Paired Selection**<br>"What Will the Weather Be Like?"<br>**Genre:** Informational Text | **Target Skill**<br>Sequence of Events<br><br>**Target Strategy**<br>Analyze/Evaluate<br><br>**Supporting Skills**<br>Author's Word Choice | **Phonemic Awareness**<br>Blend Phonemes<br>Isolate Middle Sound<br><br>**Phonics**<br>Review Letters *Aa* (Short *a*), *Nn, Ff, Bb*<br>Words with *a* (Short *a*), *n, f, b*<br>Blending Review<br>Word Building<br><br>**Student Book**<br>Mac and Pam Cat Come with Me | **Concepts of Print**<br>Letters, Words, and Sentences<br><br>**Words to Know (High-Frequency Words)**<br>Review: *come, me, with, my, you, what, are, now*<br><br>**Fluency**<br>Pause for Punctuation | **Speaking and Listening**<br>Talk About the Night Sky | **Oral Vocabulary**<br>*dazzling, distance, gazing, leaned, planet, tunnel*<br><br>**Selection Vocabulary**<br>*fireball, thinner, beautiful, misty*<br><br>**Domain-Specific Vocabulary**<br>*star, sun, moon, galaxy*<br><br>**Vocabulary Strategy**<br>Figurative Language: Simile<br><br>**Enrich Vocabulary**<br>Words with Endings *-ed, -ing* | **Grammar Skill**<br>Statements<br><br>**How English Works**<br>Text Cohesion | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer Yes-No Questions<br>**Interpret:** Describe Text Elements: Character<br>**Produce:** Write a Procedure<br>**How English Works:** Recognize and Use Adjectives<br>**Vocabulary Network:** Words about Things in the Sky | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Story<br><br>**Focus Trait**<br>Organization |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonological Awareness/Phonics** | **Concepts of Print, Fluency, High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **16** | **Read Aloud Book**<br>Dear Mr. Blueberry<br>**Genre:** Fantasy<br><br>**Big Book**<br>What Is Science?<br>**Genre:** Poetry<br><br>**Paired Selection**<br>"Benjamin Franklin, Inventor"<br>**Genre:** Biography | **Target Skill**<br>Details<br><br>**Target Strategy**<br>Summarize<br><br>**Supporting Skills**<br>Main Ideas | **Phonemic Awareness**<br>Blend Phonemes<br>Isolate Middle Sound<br><br>**Phonics**<br>Letters *Ii*<br>Words with *i* (Short *i*)<br>Blending Words<br>Long *i*, Short *i*<br><br>**Student Book**<br>What Is It?<br>Fit in My Cab | **Concepts of Print**<br>High-Frequency Word Hunt<br><br>**Words to Know (High-Frequency Words)**<br>*is, how, of, so many, where*<br><br>**Fluency**<br>Pause for Punctuation | **Speaking and Listening**<br>Share Ideas About Science | **Oral Vocabulary**<br>*information, perhaps, pleased, pond, spurt, travel*<br><br>**Selection Vocabulary**<br>*fossils, geodes, geysers, glaciers*<br><br>**Domain-Specific Vocabulary**<br>*experiment, life science, earth and space science, physical science*<br><br>**Vocabulary Strategy**<br>Classify and Categorize Science Words<br><br>**Enrich Vocabulary**<br>Talk About Science and Scientists | **Grammar Skill**<br>Questions<br><br>**How English Works**<br>Connecting Ideas | **Language Skills and Strategies**<br>**Collaborate:** Apologize<br>**Interpret:** Describe Author's Language<br>**Produce:** Plan a Presentation<br>**How English Works:** Recognize and Use Prepositional Phrases<br>**Vocabulary Network:** Words about Things Scientists Study | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Message<br><br>**Focus Trait**<br>Organization<br><br>**Write About Reading**<br>Performance Task |
| **17** | **Read Aloud Book**<br>It Is the Wind<br>**Genre:** Realistic Fiction<br><br>**Big Book**<br>From Caterpillar to Butterfly<br>**Genre:** Informational Text<br><br>**Paired Selection**<br>"Anansi and Grasshopper"<br>**Genre:** Trickster Tale | **Target Skill**<br>Sequence of Events<br><br>**Target Strategy**<br>Infer/Predict<br><br>**Supporting Skills**<br>Author's Word Choice | **Phonemic Awareness**<br>Blend Phonemes<br>Segment Phonemes<br><br>**Phonics**<br>Letters *Gg*<br>Words with *g*<br>Blending Words<br>Word Building<br><br>**Student Book**<br>Can You Find It?<br>Pam Pig | **Concepts of Print**<br>Letters in Words<br>Spaces Between Words<br><br>**Words to Know (High-Frequency Words)**<br>*find, this, from, came, but, on*<br><br>**Fluency**<br>Read with Expression | **Speaking and Listening**<br>Share Information and Ideas, Discuss Butterflies, Share Posters | **Oral Vocabulary**<br>*creaks, hare, hinge, howling, path, sways*<br><br>**Selection Vocabulary**<br>*ever, pumps, rush, tiny*<br><br>**Domain-Specific Vocabulary**<br>*metamorphosis, molt, chrysalis, larva*<br><br>**Vocabulary Strategy**<br>Multiple-Meaning Words<br><br>**Enrich Vocabulary**<br>Words for Sounds | **Grammar Skill**<br>Proper Nouns for Places, People, and Pets<br><br>**How English Works**<br>Prepositional Phrases | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer *wh-* Questions<br>**Interpret:** Distinguish Effects of Words<br>**Produce:** Write an Informational Report<br>**How English Works:** Connect Ideas<br>**Vocabulary Network:** Words about Nature | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Thank-You Note<br><br>**Focus Trait**<br>Evidence<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Make a Poster |
| **18** | **Read Aloud Book**<br>One-Dog Canoe<br>**Genre:** Fiction<br><br>**Big Book**<br>Atlantic<br>**Genre:** Informational Text<br><br>**Paired Selections**<br>"If You Ever"<br>"A Sailor Went to Sea, Sea, Sea"<br>"Ten Little Fishes"<br>"Undersea"<br>**Genre:** Poetry | **Target Skill**<br>Author's Purpose<br><br>**Target Strategy**<br>Analyze/Evaluate<br><br>**Supporting Skills**<br>Figurative Language | **Phonemic Awareness**<br>Blend Phonemes<br>Segment Phonemes<br><br>**Phonics**<br>Letters *Rr*<br>Words with *r*<br>Blending Words<br>Vowel *Ii*<br><br>**Student Book**<br>Nat, Tim, and Tan Sam<br>Rip Is It | **Concepts of Print**<br>Directionality<br><br>**Words to Know (High-Frequency Words)**<br>*will, be, into, that, your, who*<br><br>**Fluency**<br>Read with Expression | **Speaking and Listening**<br>Share Information and Ask Questions | **Oral Vocabulary**<br>*canoe, dew, glided, paddle, peered, crew*<br><br>**Selection Vocabulary**<br>*conquered, lapping, relatives, scraping*<br><br>**Domain-Specific Vocabulary**<br>*inlet, iceberg, gulf, wave, tide*<br><br>**Vocabulary Strategy**<br>Context Clues<br><br>**Enrich Vocabulary**<br>Ask Questions About Words | **Grammar Skill**<br>Verbs in the Future Tense<br><br>**How English Works**<br>Verb Types (doing) | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions and Ideas<br>**Interpret:** Distinguish Effects of Word Choice<br>**Produce:** Plan a Presentation<br>**How English Works:** Identify and Use Common Nouns<br>**Vocabulary Network:** Words about Water | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Friendly Letter<br><br>**Focus Trait**<br>Conventions<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Compare Bodies of Water |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonological Awareness/Phonics** | **Concepts of Print, Fluency, High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **19** | **Read Aloud Book**<br>Nicky and the Rainy Day<br>**Genre:** Fantasy<br><br>**Big Book**<br>Sheep Take a Hike<br>**Genre:** Fantasy<br><br>**Paired Selections**<br>"The Three Billy Goats Gruff"<br>"The Builder and the Oni"<br>**Genre:** Fairy Tales | **Target Skill**<br>Cause and Effect<br><br>**Target Strategy**<br>Question<br><br>**Supporting Skills**<br>Sequence of Events | **Phonemic Awareness**<br>Blend Phonemes<br>Segment Phonemes<br><br>**Phonics**<br>Letters *Dd*<br>Words with *d*<br>Blending Words<br>Word Building<br><br>**Student Book**<br>Go for It!<br>D Is for Dad | **Concepts of Print**<br>Punctuation<br>Directionality<br><br>**Words to Know (High-Frequency Words)**<br>*go, for, here, they, soon, up*<br><br>**Fluency**<br>Pause for Punctuation | **Speaking and Listening**<br>Tell a Story Together | **Oral Vocabulary**<br>*blizzards, boring, cliffs, impossible, jungle, meadow*<br><br>**Selection Vocabulary**<br>*bicker, compass, hiking, tramp*<br><br>**Domain-Specific Vocabulary**<br>*trail, gear, supplies, pack*<br><br>**Vocabulary Strategy**<br>Antonyms<br><br>**Enrich Vocabulary**<br>Words for Walking and Hiking | **Grammar Skill**<br>Verbs in the Past Tense<br><br>**How English Works**<br>Verb Types (being) | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions Using Open Responses; Gain and Hold the Floor<br>**Interpret:** Describe Text Elements: Character<br>**Produce:** Write a Description<br>**How English Works:** Understand Text Structure<br>**Vocabulary Network:** Words about Outdoor Adventures | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Opinion Sentences<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task |
| **20** | **Read Aloud Book**<br>Duck & Goose<br>**Genre:** Fantasy<br><br>**Big Book**<br>Curious George's Dinosaur Discovery<br>**Genre:** Fantasy<br><br>**Paired Selection**<br>"Exploring Land and Water"<br>**Genre:** Informational Text | **Target Skill**<br>Sequence of Events<br><br>**Target Strategy**<br>Visualize<br><br>**Supporting Skills**<br>Conclusions | **Phonemic Awareness**<br>Blend Phonemes<br>Add Phonemes<br><br>**Phonics**<br>Review Letters *Ii* (Short *i*), *Gg, Dd, Rr*<br>Review words with *i* (Short *i*), *g, d, r*<br>Blending Review<br>Word Building<br>Adding -s (/s/, /z/); no formal lesson<br><br>**Student Book**<br>The Big Dig<br>We Fit | **Concepts of Print**<br>High-Frequency Word Hunt<br><br>**Words to Know (High-Frequency Words)**<br>Review: *is, how, of, so, many, where, this, find, from, came, but, on, will, be, into, that, your, who, go, for, here, they, soon, up*<br><br>**Fluency**<br>Reading Rate | **Speaking and Listening**<br>Discuss Curiosity | **Oral Vocabulary**<br>*apologized, attention, confusion, notice, snooze, webbed*<br><br>**Selection Vocabulary**<br>*expected, display, museum, quarry*<br><br>**Domain-Specific Vocabulary**<br>*discover, examine, experiment, verify*<br><br>**Vocabulary Strategy**<br>Synonyms<br><br>**Enrich Vocabulary**<br>Multiple-Meaning Words | **Grammar Skill**<br>Verbs: Past, Present, Future<br><br>**How English Works**<br>Prepositional Phrases | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions Using Open Responses and Elaborate on Ideas<br>**Interpret:** Ask and Answer Questions<br>**Produce:** Give a Speech<br>**How English Works:** Connect Words<br>**Vocabulary Network:** Words about Science | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Opinion Sentences<br><br>**Focus Trait**<br>Evidence<br><br>**Write About Reading**<br>Performance Task |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonological Awareness/Phonics** | **Concepts of Print, Fluency, High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **21** | **Read Aloud Book**<br>Simon and Molly plus Hester<br>**Genre:** Realistic Fiction<br><br>**Big Book**<br>Zin! Zin! Zin! a Violin<br>**Genre:** Poetry<br><br>**Paired Selections**<br>Celebration<br>The Lobsters and the Fiddler Crab<br>The More We Get Together<br>**Genre:** Poetry/Song | **Target Skill**<br>Details<br><br>**Target Strategy**<br>Infer/Predict<br><br>**Supporting Skills**<br>Author's Word Choice | **Phonemic Awareness**<br>Blend Phonemes<br>Segment Phonemes<br><br>**Phonics**<br>Letters *Oo* (Short *o*)<br>Words with *o* (Short *o*)<br>Adding -s (/s/, /z/;) no formal lesson)<br>Blending Words<br>Long *o*, Short *o*<br><br>**Student Book**<br>Make It Pop!<br>My Dog, Tom | **Concepts of Print**<br>Directionality<br><br>**Words to Know (High-Frequency Words)**<br>*make, play, them, give, say, new*<br><br>**Fluency**<br>Read with Expression | **Speaking and Listening**<br>Discuss Musical Instruments, Share | **Oral Vocabulary**<br>*idea, just, plain, teach, together, until*<br><br>**Selection Vocabulary**<br>*adore, eager, gleeful, hesitate*<br><br>**Domain-Specific Vocabulary**<br>*practice, rehearsal, perform, applause*<br><br>**Vocabulary Strategy**<br>Multiple-Meaning Words<br><br>**Enrich Vocabulary**<br>Words with Suffixes *-ful, -ly* | **Grammar Skill**<br>Pronouns: *he, she, we*<br><br>**How English Works**<br>Verb Types (feeling) | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions Using Open Responses; Gain and Hold the Floor<br>**Interpret:** Describe Ideas<br>**Produce:** Write a Story<br>**How English Works:** Recognize and Use Past Tense Verbs<br>**Vocabulary Network:** Words about Working Together | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Lists<br><br>**Focus Trait**<br>Organization<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Research Musical Instruments |
| **22** | **Read Aloud Book**<br>A Tiger Grows Up<br>**Genre:** Informational Text<br><br>**Big Book**<br>Leo the Late Bloomer<br>**Genre:** Fantasy<br><br>**Paired Selection**<br>"What Can a Baby Animal Do?"<br>**Genre:** Informational Text | **Target Skill**<br>Story Structure<br><br>**Target Strategy**<br>Analyze/Evaluate<br><br>**Supporting Skills**<br>Sequence of Events | **Phonemic Awareness**<br>Blend and Segment Phonemes<br>Substitute Phonemes<br><br>**Phonics**<br>Letters *Xx, Jj*<br>Words with *x, j*<br>Blending Words<br>Word Building<br><br>**Student Book**<br>A Good Job<br>Fix It! | **Concepts of Print**<br>Punctuation<br><br>**Words to Know (High-Frequency Words)**<br>*said, good, was, then, ate, could*<br><br>**Fluency**<br>Reading Rate | **Speaking and Listening**<br>Talk About Fiction and Informational Texts | **Oral Vocabulary**<br>*blend, cub, den, pounces, prey, scraps*<br><br>**Selection Vocabulary**<br>*bloomer, patience, signs, sloppy*<br><br>**Oral Vocabulary**<br>*blend, cub, den, pounces, prey, scraps*<br><br>**Domain-Specific Vocabulary**<br>*mature, develop, height, ability*<br><br>**Vocabulary Strategy**<br>Antonyms<br><br>**Enrich Vocabulary**<br>Words with Suffix *-less* | **Grammar Skill**<br>Pronouns: *they, it, I*<br><br>**How English Works**<br>Noun Phrases | **Language Skills and Strategies**<br>**Collaborate:** Greet<br>**Interpret:** Describe Language Choices<br>**Produce:** Plan a Presentation<br>**How English Works:** Use Nouns and Noun Phrases<br>**Vocabulary Network:** Words about Growing Up | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Lists<br><br>**Focus Trait**<br>Organization<br><br>**Write About Reading**<br>Performance Task |
| **23** | **Read Aloud Book**<br>Oscar and the Frog<br>**Genre:** Informational Text<br><br>**Big Book**<br>Zinnia's Flower Garden<br>**Genre:** Informational Text<br><br>**Paired Selection**<br>"Growing Sunflowers"<br>**Genre:** Informational Text | **Target Skill**<br>Sequence of Events<br><br>**Target Strategy**<br>Visualize<br><br>**Supporting Skills**<br>Text and Graphic Features | **Phonemic Awareness**<br>Blend and Segment Phonemes<br>Substitute Phonemes<br><br>**Phonics**<br>Letters *Ee* (Short *e*)<br>Words with *e* (Short *e*)<br>Blending Words<br>Long *e*, Short *e*<br><br>**Student Book**<br>My Pet Dog<br>Ben and Jen | **Concepts of Print**<br>Diagrams and Labels<br><br>**Words to Know (High-Frequency Words)**<br>*she, all, over, her, when, some*<br><br>**Fluency**<br>Pause for Punctuation | **Speaking and Listening**<br>Share Information and Ideas, Discuss, Research, Share | **Oral Vocabulary**<br>*tadpole, stared, gills, hatch, shrink, (river) bank*<br><br>**Selection Vocabulary**<br>*fragrant, inspects, pesky, sprinkles*<br><br>**Domain-Specific Vocabulary**<br>*nutrients, sprout, sunlight, soil, water*<br><br>**Vocabulary Strategy**<br>Context Clues<br><br>**Enrich Vocabulary**<br>Words for Growing | **Grammar Skill**<br>Proper Nouns for Days and Months<br><br>**How English Works**<br>Text Structure | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer Questions; Follow Turn-Taking Rules<br>**Interpret:** Distinguish Effects of Word Choice<br>**Produce:** Write a Response<br>**How English Works:** Recognize and Use Prepositional Phrases<br>**Vocabulary Network:** Words about Growing Things | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Invitations<br><br>**Focus Trait**<br>Organization<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>How Living Things Grow |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonological Awareness/Phonics** | **Concepts of Print, Fluency, High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **24** | **Read Aloud Book**<br>Red Eyes or Blue Feathers<br>**Genre:** Informational Text<br><br>**Big Book**<br>Chameleon, Chameleon<br>**Genre:** Informational Text<br><br>**Paired Selection**<br>"Amazing Animal Bodies"<br>**Genre:** Informational Text | **Target Skill**<br>Conclusions<br><br>**Target Strategy**<br>Monitor/Clarify<br><br>**Supporting Skills**<br>Author's Purpose | **Phonemic Awareness**<br>Blend and Segment Phonemes<br>Substitute Phonemes<br><br>**Phonics**<br>Letters *Hh, Kk*<br>Words with *h, k*<br>Blending Words<br>Word Building<br><br>**Student Book**<br>Hog in a Hat<br>Kid Hid | **Concepts of Print**<br>Book Parts<br><br>**Words to Know (High-Frequency Words)**<br>*he, no, away, must, by, there*<br><br>**Fluency**<br>Pause for Punctuation | **Speaking and Listening**<br>Play a Guessing Game | **Oral Vocabulary**<br>*communicate, mood, scent, sly, survive, temperature*<br><br>**Selection Vocabulary**<br>*danger, juicy, peaceful, poisonous*<br><br>**Domain-Specific Vocabulary**<br>*adapt, disguise, predator, prey, blend*<br><br>**Vocabulary Strategy**<br>Classify and Categorize Describing Words<br><br>**Enrich Vocabulary**<br>Words with Suffixes *-ful, -ly* | **Grammar Skill**<br>Questions<br><br>**How English Works**<br>Verb Tenses | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions Using Open Responses; Gain and Hold the Floor<br>**Interpret:** Distinguish Effects of Word Choice<br>**Produce:** Plan a Presentation<br>**How English Works:** Identify and Use Conjunctions<br>**Vocabulary Network:** Words about Animal Colors | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Report<br><br>**Focus Trait**<br>Evidence<br><br>**Write About Reading**<br>Performance Task |
| **25** | **Read Aloud Book**<br>Bread Comes to Life<br>**Genre:** Informational Text<br><br>**Big Book**<br>Pie in the Sky<br>**Genre:** Realistic Fiction<br><br>**Paired Selection**<br>"From Apple Tree to Store"<br>**Genre:** Informational Text | **Target Skill**<br>Text and Graphic Features<br><br>**Target Strategy**<br>Summarize<br><br>**Supporting Skills**<br>Sequence of Events | **Phonemic Awareness**<br>Blend and Segment Phonemes<br>Substitute Phonemes<br><br>**Phonics**<br>Review Letters *Oo* (Short *o*), *Xx, Jj, Ee* (short *e*), *Hh, Kk*<br>Words with *o* (Short *o*), *x, j, e* (Short *e*), *h, k*<br>Blending Review<br>Vowels *Oo, Ee*<br><br>**Student Book**<br>Six Pigs Hop<br>Play It, Kid | **Concepts of Print**<br>Types, Functions of Print Materials<br><br>**Words to Know (High-Frequency Words)**<br>Review: *make, play, them, give, say, new, said, good, was, then, ate, could, she, all, over, her, when, some, no, he, away, must, by, there*<br><br>**Fluency**<br>Read with Expression | **Speaking and Listening**<br>Discuss Recipes, Share Recipes | **Oral Vocabulary**<br>*crop, golden, patch, sprout, sturdy, grind*<br><br>**Selection Vocabulary**<br>*buds, damp, feast, finally*<br><br>**Domain-Specific Vocabulary**<br>*crop, harvest, fruit, grains, vegetables*<br><br>**Vocabulary Strategy**<br>Classify and Categorize Seasons<br><br>**Enrich Vocabulary**<br>Words for Eating and Foods | **Grammar Skill**<br>Exclamations<br><br>**How English Works**<br>Noun Phrases | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer Yes-No Questions<br>**Interpret:** Describe Text Elements: Rhyme<br>**Produce:** Write a Summary<br>**How English Works:** Recognize and Use Adjectives<br>**Vocabulary Network:** Words about Bread | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Report<br><br>**Focus Trait**<br>Evidence<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Favorite Recipes |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonological Awareness/Phonics** | **Concepts of Print, Fluency, High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **26** | **Read Aloud Book**<br>Curious George Makes Pancakes<br>**Genre:** Fantasy<br><br>**Big Book**<br>Kitten's First Full Moon<br>**Genre:** Fiction<br><br>**Paired Selections**<br>Drinking Fountain<br>The Puppy Chased the Sunbeam<br>Silverly<br>Moon Boat<br>**Genre:** Poetry | **Target Skill**<br>Conclusions<br><br>**Target Strategy**<br>Visualize<br><br>**Supporting Skills**<br>Genre | **Phonemic Awareness**<br>Substitute Phonemes<br><br>**Phonics**<br>Letters *Uu* (Short *u*<br>Words with *u* (Short *u*)<br>Blending Words<br>Long *u*, Short *u*<br><br>**Student Book**<br>Fun, Fun, Fun<br>Bug and Cat | **Concepts of Print**<br>High-Frequency Word Hunt<br><br>**Words to Know (High-Frequency Words)**<br>*do, down, went, only, little, just*<br><br>**Fluency**<br>Pause for Punctuation | **Speaking and Listening**<br>Talk About Trying Your Best | **Oral Vocabulary**<br>*assistant, enormous, generous, mayor, shocked, volunteers*<br><br>**Selection Vocabulary**<br>*seemed, sprang, stretched, tumbled*<br><br>**Domain-Specific Vocabulary**<br>*persistence, effort, attempt, accomplishment*<br><br>**Vocabulary Strategy**<br>Antonyms<br><br>**Enrich Vocabulary**<br>Words with Prefix *re-* | **Grammar Skill**<br>Nouns: Singular and Plural<br><br>**How English Works**<br>Text Cohesion | **Language Skills and Strategies**<br>**Collaborate:** Respond Using Gestures, Words, and Phrases; Follow Turn-Taking Rules<br>**Interpret:** Ask and Answer Questions<br>**Produce:** Plan a Speech<br>**How English Works:** Understand Text Sequence: Organization<br>**Vocabulary Network:** Words about Trying | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Response to Literature<br><br>**Focus Trait**<br>Purpose<br><br>**Write About Reading**<br>Performance Task |
| **27** | **Read Aloud Book**<br>Someone Bigger<br>**Genre:** Fiction<br><br>**Big Book**<br>One of Three<br>**Genre:** Realistic Fiction<br><br>**Paired Selection**<br>"Cross-Country Trip"<br>**Genre:** Informational Text | **Target Skill**<br>Compare and Contrast<br><br>**Target Strategy**<br>Monitor/Clarify<br><br>**Supporting Skills**<br>Understanding Characters | **Phonemic Awareness**<br>Substitute Phonemes<br><br>**Phonics**<br>Letters *Ll*, *Ww*<br>Words with *l*, *w*<br>Blending Words<br>Word Building<br><br>**Student Book**<br>Win a Cup!<br>Wes Can Help | **Concepts of Print**<br>Directionality<br><br>**Words to Know (High-Frequency Words)**<br>*have, help, one, every, ask, walk*<br><br>**Fluency**<br>Read with Expression | **Speaking and Listening**<br>Talk About a Trip | **Oral Vocabulary**<br>*creatures, firmly, kite, launched, light, replied*<br><br>**Selection Vocabulary**<br>*since, invited, remember, triplets*<br><br>**Domain-Specific Vocabulary**<br>*luggage, tourist, journey, landmark*<br><br>**Vocabulary Strategy**<br>Classify and Categorize Places<br><br>**Enrich Vocabulary**<br>Words with Prefix *un-* | **Grammar Skill**<br>Subject-Verb Agreement<br><br>**How English Works**<br>Connecting Ideas | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer *wh-* Questions<br>**Interpret:** Describe Text Elements<br>**Produce:** Write an Exposition<br>**How English Works:** Use Connecting Words<br>**Vocabulary Network:** Words about Family Outings | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Response to Literature<br><br>**Focus Trait**<br>Purpose<br><br>**Write About Reading**<br>Performance Task |
| **28** | **Read Aloud Book**<br>The Little Engine That Could<br>**Genre:** Fantasy<br><br>**Big Book**<br>You Can Do It, Curious George!<br>**Genre:** Fantasy<br><br>**Paired Selections**<br>"Whistling"<br>"Time to Play"<br>"By Myself"<br>**Genre:** Poetry | **Target Skill**<br>Story Structure<br><br>**Target Strategy**<br>Infer/Predict<br><br>**Supporting Skills**<br>Genre: Fantasy | **Phonemic Awareness**<br>Substitute Phonemes<br><br>**Phonics**<br>Letters *Vv*, *Zz*<br>Words with *v*, *z*<br>Blending Words<br>Vowel *Uu*<br><br>**Student Book**<br>Vet on a Job!<br>Roz the Vet | **Concepts of Print**<br>Environmental Print<br><br>**Words to Know (High-Frequency Words)**<br>*look, out, very, their, saw, put*<br><br>**Fluency**<br>Pause for Punctuation | **Speaking and Listening**<br>Share Ideas, Retell Stories, Discuss Books, Share | **Oral Vocabulary**<br>*bellowed, dingy, rumbled, valley, waiters, weary*<br><br>**Selection Vocabulary**<br>*prize, different, chef, slope*<br><br>**Domain-Specific Vocabulary**<br>*considerate, kind, loyal, thoughtful*<br><br>**Vocabulary Strategy**<br>Context Clues<br><br>**Enrich Vocabulary**<br>Multiple-Meaning Words | **Grammar Skill**<br>Subject-Verb Agreement<br><br>**How English Works**<br>Verb Tenses | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions and Ideas Using Open Responses<br>**Interpret:** Evaluate Language Choices<br>**Produce:** Plan a Speech<br>**How English Works:** Use Verbs and Verb Types<br>**Vocabulary Network:** Words about Helping Friends | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Response to Literature<br><br>**Focus Trait**<br>Purpose<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Write About Curious George |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonological Awareness/Phonics** | **Concepts of Print, Fluency, High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **29** | **Read Aloud Book**<br>Baby Brains<br>**Genre:** Fiction<br><br>**Big Book**<br>Look at Us<br>**Genre:** Informational Text<br><br>**Paired Selection**<br>"The Three Little Pigs"<br>**Genre:** Fairy Tale | **Target Skill**<br>Main Idea and Details<br><br>**Target Strategy**<br>Question<br><br>**Supporting Skills**<br>Author's Purpose | **Phonological Awareness**<br>Track Syllables<br><br>**Phonics**<br>Letters *Yy, Qq (qu)*<br>Words with *y, q (qu)*<br>Blending Words<br>Word Building<br><br>**Student Book**<br>Not Yet<br>Can Not Quit Yet | **Concepts of Print**<br>Types, Functions of Print Materials<br><br>**Words to Know (High-Frequency Words)**<br>*off, take, our, day, too, show*<br><br>**Fluency**<br>Reading Rate | **Speaking and Listening**<br>Share Information and Ideas, Retell Simon James Stories, Discuss Books, Share | **Oral Vocabulary**<br>*certainly, embarrassed, languages, mumbled, popular, study*<br><br>**Selection Vocabulary**<br>*projects, visitors, scared, proud*<br><br>**Domain-Specific Vocabulary**<br>*develop, accomplish, knowledge*<br><br>**Vocabulary Strategy**<br>Figurative Language<br><br>**Enrich Vocabulary**<br>Words for Feelings | **Grammar Skill**<br>Prepositions: *for, to, with, from, of*<br><br>**How English Works**<br>Text Cohesion | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions and Ideas Using Open Responses; Gain and Hold the Floor<br>**Interpret:** Analyze Language<br>**Produce:** Write a Drama<br>**How English Works:** Expand Noun Phrases<br>**Vocabulary Network:** Words about Learning | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Journal<br><br>**Focus Trait**<br>Development<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Simon James Books |
| **30** | **Read Aloud Book**<br>Pet Show!<br>**Genre:** Realistic Fiction<br><br>**Big Book**<br>Miss Bindergarten Celebrates the Last Day of Kindergarten<br>**Genre:** Fantasy<br><br>**Paired Selection**<br>"Schools Then and Now"<br>**Genre:** Informational Text | **Target Skill**<br>Understanding Characters<br><br>**Target Strategy**<br>Summarize<br><br>**Supporting Skills**<br>Genre | **Phonological Awareness**<br>Track Syllables<br><br>**Phonics**<br>Review Letters *Aa* (Short *a*), *Ee* (Short *e*), *Ii* (Short *i*), *Oo* (Short *o*), *Uu* (Short *u*)<br>Words with *-s, -ing*<br>Word Building<br><br>**Student Book**<br>Max Is Up<br>A Fun Job | **Concepts of Print**<br>Environmental Print<br><br>**Words to Know (High-Frequency Words)**<br>Review: *down, do, went, only, little, just, have, help, one, every, ask, walk, look, out, very, their, saw, put, off, take, our, day, too, show*<br><br>**Fluency**<br>Read with Expression | **Speaking and Listening**<br>Good Neighbors and Good Friends | **Oral Vocabulary**<br>*announced, entrance, expect, favorite, independent, judge*<br><br>**Selection Vocabulary**<br>*attendance, balance, perfume, success*<br><br>**Domain-Specific Vocabulary**<br>*concern, kindness, neighborly, generous*<br><br>**Vocabulary Strategy**<br>Synonyms<br><br>**Enrich Vocabulary**<br>Prepositions in Sentences | **Grammar Skill**<br>Prepositions: *in, on, out, off, by*<br><br>**How English Works**<br>Prepositional Phrases | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions and Elaborate On Ideas Using Learned Phrases<br>**Interpret:** Analyze Author's Word Choice<br>**Produce:** Plan a Presentation<br>**How English Works:** Identify and Use Prepositions<br>**Vocabulary Network:** Words about Pets | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Journal<br><br>**Focus Trait**<br>Development<br><br>**Write About Reading**<br>Performance Task |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonological Awareness/Phonics** | **Concepts of Print, Fluency, High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **31** | **Read Aloud Books**<br>Oscar and the Frog<br>Every Season<br><br>**Big Books**<br>From Caterpillar to Butterfly<br>The Handiest Things in the World<br>What Do You Do With a Tail Like This? | **Genre Study: Informational Text**<br>Read and Discuss<br>Discuss Genre<br>List Genre Features | **Phonemic Awareness**<br>Middle Sounds<br>Long and Short Vowel Sounds<br><br>**Phonics**<br>Long Vowels *e, i, o* (CV pattern)<br><br>**Student Book**<br>How Can We Go? | **Words to Know (High-Frequency Words)**<br>Review: *many, them, new, when, soon, them, give, say, how, where* | **Read and Discuss**<br>Think Through the Text | **Oral Vocabulary**<br>Review: *certainly, curious, interesting, notice, patient, usually* | **Warm Up With Wordplay**<br>• Rhyming Simon<br>• Share a Riddle<br>• Put Words in the Right Place<br>• Give Two-Word Clues<br>• Lunch with a Story Friend | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions and Ideas Using Open Responses<br>**Interpret:** Describe Phenomena<br>**Produce:** Write a Report<br>**How English Works:** Connect Ideas<br>**Vocabulary Network:** Words about Informational Text | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Description<br><br>**Write About Reading**<br>Respond to Texts |
| **32** | **Read Aloud Books**<br>Simon and Molly plus Hester<br>Amelia's Show-and-Tell-Fiesta<br>Pet Show!<br>Pizza at Sally's<br><br>**Big Book**<br>Kitten's First Full Moon | **Genre Study: Realistic Fiction**<br>Read and Discuss<br>Discuss Genre<br>List Genre Features | **Phonemic Awareness**<br>Middle Sounds<br>Long and Short Vowel Sounds<br><br>**Phonics**<br>Long Vowels *e, i, o* (CV pattern)<br><br>**Student Book**<br>Can I Play? | **Words to Know (High-Frequency Words)**<br>Review: *I, be, go, he, me, no, so, we* | **Read and Discuss**<br>Think Through the Text | **Oral Vocabulary**<br>Review: *admired, several, perhaps, generous, blend, treasures* | **Warm Up With Wordplay**<br>• Friends!<br>• Birthdays Around the World<br>• What Do You Think?<br>• Word Categories<br>• New Meanings | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions and Ideas Using Open Responses<br>**Interpret:** Ask and Answer Questions<br>**Produce:** Give a Speech<br>**How English Works:** Use Connecting Words<br>**Vocabulary Network:** Words about Realistic Fiction | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Story<br><br>**Write About Reading**<br>Respond to Texts |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonological Awareness/Phonics** | **Concepts of Print, Fluency, High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **33** | **Read Aloud Books**<br>The Little Engine That Could<br>Curious George Makes Pancakes<br>One-Dog Canoe<br>Nicky and the Rainy Day<br><br>**Big Book**<br>How Do Dinosaurs Go to School? | **Genre Study: Fantasy**<br>Read and Discuss<br>Discuss Genre<br>List Genre Features | **Phonemic Awareness**<br>Middle Sounds<br>Long and Short Vowel Sounds<br><br>**Phonics**<br>Long Vowels *a, i* (CVCe pattern)<br><br>**Student Book**<br>Get Set! Dive! | **Words to Know (High-Frequency Words)**<br>Review: *them, then, how, now, where, there, day, away, you, your* | **Read and Discuss**<br>Think Through the Text | **Oral Vocabulary**<br>Review: *enormous, delight, dazzling, golden, independent, impossible* | **Warm Up With Wordplay**<br>• Guess the Transportation Word<br>• Categorize<br>• Food Clues<br>• Rhyme Circle<br>• Mystery Bag | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions and Ideas Using Learned Phrases<br>**Interpret:** Describe Text Elements<br>**Produce:** Write a Story<br>**How English Works:** Use Verbs and Verb Phrases<br>**Vocabulary Network:** Words about Fantasy | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Fantasy Story<br><br>**Write About Reading**<br>Respond to Texts |
| **34** | **Big Books**<br>What Is Science?<br>Zin! Zin! Zin! a Violin<br>"Wings" in *What Do You Do With a Tail Like This?*<br>"Drinking Fountain" in *Kitten's First Full Moon*<br><br>**Instructional Flip Chart C**<br>Neighbors | **Genre Study: Poetry**<br>Read and Discuss<br>Discuss Genre<br>List Genre Features | **Phonemic Awareness**<br>Middle Sounds<br>Long and Short Vowel Sounds<br><br>**Phonics**<br>Long Vowels *o, u* (CVCe pattern)<br><br>**Student Book**<br>Luke, June, and Rose | **Words to Know (High-Frequency Words)**<br>Review: *of, off, that, this, take, make, come, some, very, every* | **Read and Discuss**<br>Think Through the Text | **Oral Vocabulary**<br>Review: *doubt, gleaming, mood, pattern, pleased, strange* | **Warm Up With Wordplay**<br>• Word Families<br>• Opposites<br>• Mystery Vowel<br>• Share a Riddle<br>• Two Words | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer *wh-* Questions<br>**Interpret:** Evaluate Language Choices: Word Choice<br>**Produce:** Prepare a Presentation<br>**How English Works:** Use Nouns and Noun Phrases<br>**Vocabulary Network:** Words about Poetry | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Poem<br><br>**Write About Reading**<br>Respond to Texts |

## GRADE 1 • Back to School Lessons

JOURNEYS

| Lesson | Selections | Concepts of Print | Alphabet Routine | Phonemic Awareness | Letters and Sounds | High-Frequency Words |
|---|---|---|---|---|---|---|
| **Back to School (one week)** | **Big Books**<br>• Jack's Talent<br>• Back to School | • Print Represents Speech (Introductions and Names)<br>• Letters, Words, and Sentences<br>• Photo Captions (Names of Countries)<br>• Environmental Print<br>• Punctuation Marks and Intonation | • Identify Letters<br>• Alphabet Song<br>• Place Names<br>• Name and Match Letters<br>• Alphabet Sequence<br>• Print Uppercase and Lowercase Letters of the Alphabet | • Distinguish Vowel Sounds<br>• Blend Phonemes<br>• Isolate Phonemes<br>• Segment Phonemes<br>• Rhyming Words | • Short *a*<br>• Consonants ***m, s, t, c***<br>• Phonogram ***-at*** | *I*<br>*to*<br>*like*<br>*a*<br>*see*<br>*the*<br>*we*<br>*go*<br>*is*<br>*are* |

## GRADE 1 • Unit 1

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonemic Awareness/Phonics** | **Fluency and High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **1** | **Anchor Text**<br>What Is a Pal?<br>**Genre:** Informational Text<br><br>**Paired Selection**<br>Friends Forever<br>**Genre:** Poetry<br><br>**Decodable Reader Selections**<br>Dan and Nan<br>Nat Cat<br>Nan and Dan<br>Fan, Fan, Fan | **Target Skill**<br>Main Idea<br><br>**Target Strategy**<br>Summarize<br><br>**Supporting Skills**<br>Genre: Informational Text | **Phonemic Awareness**<br>Beginning Sound Blend Phonemes<br><br>**Phonics**<br>Short *a*<br>Consonants ***n, d***<br>Consonants ***p, f*** | **Fluency**<br>Accuracy: Word Recognition<br><br>**High-Frequency Words**<br>***and, be, help, play, with, you*** | **Read Aloud**<br>The Lion and the Mouse<br><br>Listening/Speaking: Listening Comprehension<br><br>**Speaking and Listening Skill**<br>How to Have a Good Discussion | **Selection Vocabulary**<br>***fun, pal, pet, what***<br><br>**Oral Vocabulary**<br>***beautiful, excellent, invitation, miss, ruin, suddenly***<br><br>**Domain-Specific Vocabulary**<br>***ally, relative, aid***<br><br>**Vocabulary Strategies**<br>Classify and Categorize Words | **Spelling Principle**<br>Words with Short *a*<br><br>**Spelling Words**<br>**Basic:** ***am, at, sat, man, dad, mat*** | **Grammar Skill**<br>Nouns<br><br>**How English Works**<br>Noun Phrases | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer Questions<br>**Interpret:** Text Elements: Character<br>**Produce:** Recount Experiences<br>**How English Works:** Use Common Nouns<br>**Vocabulary Network:** Words about Friends | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Labels<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task |
| **2** | **Anchor Text**<br>The Storm<br>**Genre:** Realistic Fiction<br><br>**Paired Selection**<br>Storms!<br>**Genre:** Informational Text<br><br>**Decodable Reader Selections**<br>Can It Fit?<br>I Ran<br>Sid Pig<br>Pam | **Target Skill**<br>Understanding Characters<br><br>**Target Strategy**<br>Infer/Predict<br><br>**Supporting Skills**<br>Genre: Realistic Fiction | **Phonemic Awareness**<br>Beginning Sound Blend Phonemes<br><br>**Phonics**<br>Short *i*<br>Consonants ***r, h*** /r/, /h/<br>Consonants ***b, g***<br>Phonogram ***-it*** | **Fluency**<br>Accuracy: Words Connected in Text<br><br>**High-Frequency Words**<br>***for, have, he, look, too, what*** | **Read Aloud**<br>Susie and the Bandits<br><br>Listening/Speaking: Listening Comprehension<br><br>**Speaking and Listening Skill**<br>Ask and Answer Questions | **Selection Vocabulary**<br>***storm, Pop, come, wet, bed***<br><br>**Oral Vocabulary**<br>***bandits, brave, chattered, ears, steady, still***<br><br>**Domain-Specific Vocabulary**<br>***precipitation, thermometer, lightning***<br><br>**Vocabulary Strategies**<br>Context Clues | **Spelling Principle**<br>Words with Short *i*<br><br>**Spelling Words**<br>**Basic:** ***if, is, him, rip, fit, pin*** | **Grammar Skill**<br>Possessives<br><br>**How English Works**<br>Noun Phrases | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer *wh-* Questions<br>**Interpret:** Ask and Answer Questions<br>**Produce:** Plan a Speech<br>**How English Works:** Use Proper Nouns<br>**Vocabulary Network:** Words about Weather | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Captions<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonemic Awareness/Phonics** | **Fluency and High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **3** | **Anchor Text**<br>Curious George at School<br>**Genre:** Fantasy<br><br>**Paired Selection**<br>School Long Ago<br>**Genre:** Informational Text<br><br>**Decodable Reader Selections**<br>Lil and Max<br>Did Dix Dog Do It?<br>Max Fox and Lon Ox<br>Is It Funny? | **Target Skill**<br>Sequence of Events<br><br>**Target Strategy**<br>Monitor/Clarify<br><br>**Supporting Skills**<br>Author's Word Choice | **Phonemic Awareness**<br>Beginning Sound<br>Blend Phonemes<br><br>**Phonics**<br>Short ***o***<br>Consonants ***l, x***<br>Inflection ***-s*** | **Fluency**<br>Phrasing: Punctuation<br><br>**High-Frequency Words**<br>***do, find, funny, sing, no, they*** | **Read Aloud**<br>Stone Stew<br><br>Listening/Speaking: Listening Comprehension<br><br>**Speaking and Listening Skill**<br>Using Visuals | **Selection Vocabulary**<br>***curious, school, this, George, kids, mess, paints, job***<br><br>**Oral Vocabulary**<br>***apart, crept, proud, sneaked, snout, worried***<br><br>**Domain-Specific Vocabulary**<br>***mascot, educator, principal***<br><br>**Vocabulary Strategies**<br>Multiple-Meaning Words | **Spelling Principle**<br>Words with Short ***o***<br><br>**Spelling Words**<br>**Basic:** ***log, dot, top, hot, lot, ox*** | **Grammar Skill**<br>Action Verbs<br>• Present Tense<br><br>**How English Works**<br>Verb Types | **Language Skills and Strategies**<br>**Collaborate:** Agree or Disagree and Affirm Others<br>**Interpret:** Describe Ideas<br>**Produce:** Write a Story<br>**How English Works:** Understand Linking Words<br>**Vocabulary Network:** Words about School | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Sentences<br><br>**Focus Trait**<br>Purpose<br><br>**Write About Reading**<br>Performance Task |
| **4** | **Anchor Text**<br>Lucia's Neighborhood<br>**Genre:** Informational Text<br><br>**Paired Selection**<br>City Mouse and Country Mouse<br>**Genre:** Fable<br><br>**Decodable Reader Selections**<br>Pals<br>Ned<br>Ken and Vic<br>My Pets | **Target Skill**<br>Text and Graphic Features<br><br>**Target Strategy**<br>Question<br><br>**Supporting Skills**<br>Author's Word Choice | **Phonemic Awareness**<br>Beginning Sound<br>Blend Phonemes<br><br>**Phonics**<br>Short ***e***<br>Consonants ***y, w***<br>Consonants ***k, v, j***<br>Phonogram ***-et*** | **Fluency**<br>Intonation<br><br>**High-Frequency Words**<br>***all, does, here, me, my, who*** | **Read Aloud**<br>Painting Word Pictures<br><br>Listening/Speaking: Listening Comprehension | **Selection Vocabulary**<br>***Lucia, book, car, firefighter's, goal, hi, home, librarian, neighborhood, pants, plant, street***<br><br>**Oral Vocabulary**<br>***canvas, combinations, ease, important, rhythm, row***<br><br>**Domain-Specific Vocabulary**<br>***urban, citizen, services***<br><br>**Vocabulary Strategies**<br>Alphabetical Order | **Spelling Principle**<br>Words with Short ***e***<br><br>**Spelling Words**<br>**Basic:** ***yet, web, pen, wet, leg, hen*** | **Grammar Skill**<br>Adjectives<br>• Size and Shape<br><br>**How English Works**<br>Verb Types | **Language Skills and Strategies**<br>**Collaborate:** Give Instructions; Ask and Answer Questions<br>**Interpret:** Describe Words Used to Present Ideas<br>**Produce:** Plan a Presentation<br>**How English Works:** Understand Connections in Text<br>**Vocabulary Network:** Words about Neighborhoods | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Class Story<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Using Text Features |
| **5** | **Anchor Text**<br>Gus Takes the Train<br>**Genre:** Fantasy<br><br>**Paired Selection**<br>City Zoo<br>**Genre:** Informational Text<br><br>**Decodable Reader Selections**<br>Fun in the Sun<br>Yams! Yum!<br>Fun, Fun, Fun!<br>Bud | **Target Skill**<br>Story Structure<br><br>**Target Strategy**<br>Analyze/Evaluate<br><br>**Supporting Skills**<br>Genre: Fantasy | **Phonemic Awareness**<br>Final Sound<br>Segment Phonemes<br><br>**Phonics**<br>Short ***u***<br>Consonants ***qu, z*** | **Fluency**<br>Accuracy: Self-Correct<br><br>**High-Frequency Words**<br>***friend, full, good, hold, many, pull*** | **Read Aloud**<br>Training Around the Town<br><br>Listening/Speaking: Listening Comprehension | **Selection Vocabulary**<br>***takes, conductor, train, window***<br><br>**Oral Vocabulary**<br>***alleys, dash, ferry, space, subways, sealed***<br><br>**Domain-Specific Vocabulary**<br>***habitat, diet, conservation***<br><br>**Vocabulary Strategies**<br>Synonyms | **Spelling Principle**<br>Words with Short ***u***<br><br>**Spelling Words**<br>**Basic:** ***up, bug, mud, nut, hug, tub*** | **Grammar Skill**<br>Adjectives<br>• Color and Number<br><br>**How English Works**<br>Text Cohesion | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions and Ideas Using Learned Phrases<br>**Interpret:** Distinguish the Effects of Words<br>**Produce:** Write a Drama<br>**How English Works:** Use Prepositions<br>**Vocabulary Network:** Words about Trains | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Class Story<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Class Report |
| **Performance Task** | **Anchor Text**<br>Lucia's Neighborhood<br>**Genre:** Informational Text | | | | | | | **Grammar Review**<br>Action Verbs, Adjectives, Sentences | | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Story |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonemic Awareness/Phonics** | **Fluency and High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **6** | **Anchor Text**<br>Jack and the Wolf<br>**Genre:** Fable<br><br>**Paired Selection**<br>The Three Little Pigs<br>**Genre:** Fairy Tale<br><br>**Decodable Reader Selections**<br>Ann Packs<br>Tess and Jack<br>A Duck in Mud<br>Ducks Quack | **Target Skill**<br>Understanding Characters<br><br>**Target Strategy**<br>Summarize<br><br>**Supporting Skills**<br>Story Message | **Phonemic Awareness**<br>Final Sound<br>Segment Phonemes<br><br>**Phonics**<br>Review Short *a*<br>Double Final Consonants and *ck*<br>Phonogram *-ack* | **Fluency**<br>Expression<br><br>**High-Frequency Words**<br>*away, call, come, every, hear, said* | **Read Aloud**<br>Night of the Wolf<br><br>Listening/Speaking: Listening Comprehension<br><br>**Speaking and Listening Skill**<br>Ask and Answer Questions About Stories | **Selection Vocabulary**<br>*sheep, trick, wolf, once upon a time*<br><br>**Oral Vocabulary**<br>*clang, fault, figure, jumbled, plenty, tossed*<br><br>**Domain-Specific Vocabulary**<br>*moral, consequence, tradition*<br><br>**Vocabulary Strategies**<br>Shades of Meaning | **Spelling Principle**<br>Words with Short *a*<br><br>**Spelling Words**<br>**Basic:** *an, bad, can, had, cat, ran*<br>**Challenge:** *add, pass* | **Grammar Skill**<br>Complete Sentences<br><br>**How English Works**<br>Noun Phrases | **Language Skills and Strategies**<br>**Collaborate:** Gain and/or Hold the Floor<br>**Interpret:** Distinguish the Effects of Words<br>**Produce:** Plan a Speech<br>**How English Works:** Connect Ideas<br>**Vocabulary Network:** Words about Stories | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Sentences That Describe<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task |
| **7** | **Anchor Text**<br>How Animals Communicate<br>**Genre:** Informational Text<br><br>**Paired Selection**<br>Insect Messages<br>**Genre:** Informational Text<br><br>**Decodable Reader Selections**<br>Brad and Cris<br>What Did Dad Get?<br>Crabs<br>The Big Job | **Target Skill**<br>Main Idea and Details<br><br>**Target Strategy**<br>Infer/Predict<br><br>**Supporting Skills**<br>Text and Graphic Features | **Phonemic Awareness**<br>Segment Phonemes<br>Blend Phonemes<br><br>**Phonics**<br>Review Short *i*<br>Blends with *r*<br>Phonogram *-ip* | **Fluency**<br>Rate<br><br>**High-Frequency Words**<br>*animal, how, make, of, some, why* | **Read Aloud**<br>Prairie Dogs<br><br>Listening/Speaking: Listening Comprehension<br><br>**Speaking and Listening Skill**<br>Discuss Informational Text: Compare and Contrast | **Selection Vocabulary**<br>*baby, bees, bird, dance, down, elephants, food, smell*<br><br>**Oral Vocabulary**<br>*agreement, crowd, discussed, warn, creek, bills*<br><br>**Domain-Specific Vocabulary**<br>*behavior, instinct, senses*<br><br>**Vocabulary Strategies**<br>Using a Glossary | **Spelling Principle**<br>Words with Short *i*<br><br>**Spelling Words**<br>**Basic:** *in, will, did, sit, six, big*<br>**Challenge:** *trip, grin* | **Grammar Skill**<br>Commas in a Series<br><br>**How English Works**<br>Condensing Ideas | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions<br>**Interpret:** Describe Phenomena<br>**Produce:** Write an Explanation<br>**How English Works:** Use Connecting Words<br>**Vocabulary Network:** Words about Animal Communication | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Poetry<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task |
| **8** | **Anchor Text**<br>A Musical Day<br>**Genre:** Realistic Fiction<br><br>**Paired Selection**<br>Drums<br>**Genre:** Informational Text<br><br>**Decodable Reader Selections**<br>Our Flag<br>The Plan<br>Our Sled Club<br>The Pet Club | **Target Skill**<br>Sequence of Events<br><br>**Target Strategy**<br>Analyze/Evaluate<br><br>**Supporting Skills**<br>Narrator | **Phonemic Awareness**<br>Segment Phonemes<br>Middle Sound<br><br>**Phonics**<br>Review Short *o*<br>Blends with *l*<br>Phonogram *-ock* | **Fluency**<br>Phrasing: Natural Pauses<br><br>**High-Frequency Words**<br>*her, now, our, she, today, would* | **Read Aloud**<br>The Neighbors<br><br>Listening/Speaking: Listening Comprehension | **Selection Vocabulary**<br>*aunt, band, guitars, music*<br><br>**Oral Vocabulary**<br>*crisp, edges, faraway, peeked, smudge, village*<br><br>**Domain-Specific Vocabulary**<br>*percussion, composer, rehearse*<br><br>**Vocabulary Strategies**<br>Define Words | **Spelling Principle**<br>Words with Short *o*<br><br>**Spelling Words**<br>**Basic:** *on, got, fox, pop, not, hop*<br>**Challenge:** *block, clock* | **Grammar Skill**<br>Statements<br><br>**How English Works**<br>Text Cohesion | **Language Skills and Strategies**<br>**Collaborate:** Express Likes and Dislikes; Provide Counterarguments<br>**Interpret:** Ask and Answer Questions<br>**Produce:** Plan a Presentation<br>**How English Works:** Expand Noun Phrases<br>**Vocabulary Network:** Words about Animal Communication | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Thank-You Note<br><br>**Focus Trait**<br>Purpose<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>How to Make a Musical Instrument |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonemic Awareness/Phonics** | **Fluency and High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **9** | **Anchor Text**<br>Dr. Seuss<br>**Genre:**<br>Biography<br><br>**Paired Selection**<br>Let's Laugh!<br><br>**Genre:** Poetry<br><br>**Decodable Reader Selections**<br>Step Up!<br>Splat! Splat!<br>Nuts for Ben and Jen<br>Miss Tess Was Still | **Target Skill**<br>Text and Graphic Features<br><br>**Target Strategy**<br>Question<br><br>**Supporting Skills**<br>Genre: Biography | **Phonemic Awareness**<br>Segment Phonemes<br>Middle Sound<br><br>**Phonics**<br>Review Short *e*<br>Blends with *s* | **Fluency**<br>Accuracy: Word Recognition<br><br>**High-Frequency Words**<br>*after, draw, pictures, read, was, write* | **Read Aloud**<br>The Little Red Hen<br><br>Listening/Speaking: Listening Comprehension | **Selection Vocabulary**<br>*books, Dr., hit, rhymes, wrote*<br><br>**Oral Vocabulary**<br>*trip, yanking, twice, awake, wonder, try*<br><br>**Domain-Specific Vocabulary**<br>*literature, verse, paragraph*<br><br>**Vocabulary Strategies**<br>Antonyms | **Spelling Principle**<br>Words with Short *e*<br><br>**Spelling Words**<br>**Basic:** *yes, let, red, ten, bed, get*<br>**Challenge:** *sled, step* | **Grammar Skill**<br>Singular and Plural Nouns<br><br>**How English Works**<br>Verb Tenses | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions and Ideas<br>**Interpret:** Describe Ideas<br>**Produce:** Write a Story Collaboratively<br>**How English Works:** Use Verbs and Verb Types<br>**Vocabulary Network:** Words about Animal Communication | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Description<br><br>**Focus Trait**<br>Evidence<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Ask and Answer Questions Using Information from Media |
| **10** | **Anchor Text**<br>A Cupcake Party<br>**Genre:** Fantasy<br><br>**Paired Selection**<br>Happy Times<br>**Genre:** Poetry<br><br>**Decodable Reader Selections**<br>Who Likes to Jump?<br>The Lost Cat<br>Flint and Scamp<br>The List | **Target Skill**<br>Story Structure<br><br>**Target Strategy**<br>Visualize<br><br>**Supporting Skills**<br>Dialogue | **Phonemic Awareness**<br>Segment Phonemes<br>Middle Sound<br><br>**Phonics**<br>Review Short *u*<br>Final Blends<br>Phonogram *-ump* | **Fluency**<br>Stress<br><br>**High-Frequency Words**<br>*eat, give, one, put, small, take* | **Read Aloud**<br>Chipper Chips In<br><br>Listening/Speaking: Listening Comprehension<br><br>**Speaking and Listening Skill**<br>Discuss Sensory Words and Words About Feelings | **Selection Vocabulary**<br>*baked, cupcakes, party, tree*<br><br>**Oral Vocabulary**<br>*enemies, forest, hibernate, must, pouches, predators*<br><br>**Domain-Specific Vocabulary**<br>*emotion, esteem, zeal*<br><br>**Vocabulary Strategies**<br>Synonyms | **Spelling Principle**<br>Words with Short *u*<br><br>**Spelling Words**<br>**Basic:** *us, sun, but, fun, bus, run*<br>**Challenge:** *jump, must* | **Grammar Skill**<br>Using *a, an,* and *the*<br><br>**How English Works**<br>Verb Types | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions and Ideas Using Learned Phrases<br>**Interpret:** Describe Words Used to Present Ideas<br>**Produce:** Plan a Presentation<br>**How English Works:** Use Prepositional Phrases to Add Details<br>**Vocabulary Network:** Words about Animal Communication | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Description<br><br>**Focus Trait**<br>Organization<br><br>**Write About Reading**<br>Performance Task |
| **Performance Task** | **Anchor Text**<br>A Musical Day<br>**Genre:** Realistic Fiction | | | | | | | **Grammar Review**<br>Adjectives, Verbs, Commas in a Series, Sentences | | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Description |
| **Extended Reading** | **Trade Book**<br>From Seed to Pumpkin<br>**Genre:** Informational Text | **Target Strategies**<br>Summarize<br>Monitor/Clarify | | **Fluency**<br>Accuracy, Self-Correction | **Read Aloud**<br>Trucks on the Move<br><br>**Collaborative Project**<br>From Farm to Table Big Book: Present, Reflect | **Content Vocabulary Words**<br>*moist, travels, reach, energy, prickly, tends, attract, wither, bare, remain*<br><br>**Domain-Specific Vocabulary**<br>*agriculture, gardens, crops, harvest* | **Integrated Language Arts Review**<br>Spelling Principles Review | **Integrated Language Arts Review**<br>Complete Sentences, Action Verbs, Nouns, Adjectives, Commas in a Series | | **Collaborative Project**<br>From Farm to Table Big Book<br><br>**Write About Media**<br><br>**Write About Reading** |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonemic Awareness/Phonics** | **Fluency and High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **11** | **Anchor Text**<br>At Home in the Ocean<br>**Genre:**<br>Informational Text<br><br>**Paired Selection**<br>Water<br>**Genre:**<br>Informational Text<br><br>**Decodable Reader Selections**<br>Seth and Beth<br>Zeb Yak<br>The Duck Nest<br>Animal Moms | **Target Skill**<br>Author's Purpose<br><br>**Target Strategy**<br>Analyze/Evaluate<br><br>**Supporting Skills**<br>Details | **Phonemic Awareness**<br>Blend Phonemes<br>Segment Phonemes<br><br>**Phonics**<br>Digraph ***th***<br>Base Words and ***-s, -es, -ed, -ing*** Endings | **Fluency**<br>Phrasing: Punctuation<br><br>**High-Frequency Words**<br>***blue, cold, far, little, live, their, water, where*** | **Read Aloud**<br>The Piano Lessons<br><br>Listening/Speaking: Listening Comprehension | **Selection Vocabulary**<br>***biggest, feet, grow, manatees, ocean, penguins, sea otters, turtle, warm, whales***<br><br>**Oral Vocabulary**<br>***companions, exchange, gracefully, portions, practice, strict***<br><br>**Domain-Specific Vocabulary**<br>***arctic, current, tidal***<br><br>**Vocabulary Strategies**<br>Classify and Categorize Color Words | **Spelling Principle**<br>Words with ***th***<br><br>**Spelling Words**<br>**Basic:** ***that, then, this, them, with, bath***<br>**Challenge:** ***thick, tenth*** | **Grammar Skill**<br>Proper Nouns<br><br>**How English Works**<br>Connecting Ideas | **Language Skills and Strategies**<br>**Collaborate:** Respond Using Gestures and Words; Listen Attentively<br>**Interpret:** Distinguish the Effects of Words<br>**Produce:** Write an Exposition<br>**How English Works:** Create Compound and Complex Sentences<br>**Vocabulary Network:** Words about Oceans | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Sentences That Inform<br><br>**Focus Trait**<br>Evidence<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Facts About an Ocean Animal and Its Habitat |
| **12** | **Anchor Text**<br>How Leopard Got His Spots<br>**Genre:**<br>Folktale<br><br>**Paired Selection**<br>The Rain Forest<br>**Genre:**<br>Informational Text<br><br>**Decodable Reader Selections**<br>Scratch, Chomp<br>Rich Gets a Dog<br>Champs<br>Kits, Chicks, and Pups | **Target Skill**<br>Sequence of Events<br><br>**Strategy**<br>Question<br><br>**Supporting Skills**<br>Story Lesson | **Phonemic Awareness**<br>Blend and Segment Phonemes<br>Substitute Initial Phonemes<br><br>**Phonics**<br>Digraphs ***ch, tch***<br>Possessives with ***'s***<br>Phonogram ***-atch*** | **Fluency**<br>Rate<br><br>**High-Frequency Words**<br>***been, brown, know, never, off, out, own, very*** | **Read Aloud**<br>Turtle, Frog, and Rat<br><br>Listening/Speaking: Listening Comprehension<br><br>**Speaking and Listening Skill**<br>Giving Clear Descriptions | **Selection Vocabulary**<br>***danced, flowers, giraffe, hyena, leopard, paint, zebra***<br><br>**Oral Vocabulary**<br>***adventure, frisky, shivered, spied, tumbled, view***<br><br>**Domain-Specific Vocabulary**<br>***predator, primate, jungle***<br><br>**Vocabulary Strategies**<br>Homophones | **Spelling Principle**<br>Words with ***ch, tch***<br><br>**Spelling Words**<br>**Basic:** ***chin, chop, much, chip, rich, chick***<br>**Challenge:** ***match, pitch*** | **Grammar Skill**<br>Commands<br><br>**How English Works**<br>Text Cohesion | **Language Skills and Strategies**<br>**Collaborate:** Ask for Assistance or Permission; Follow Rules for Taking Turns<br>**Interpret:** Distinguish the Effects of Words<br>**Produce:** Plan a Speech<br>**How English Works:** Condense Ideas in Simple Ways and by Embedding Clauses<br>**Vocabulary Network:** Words about Jungle Animals | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Instructions<br><br>**Focus Trait**<br>Organization<br><br>**Write About Reading**<br>Performance Task |
| **13** | **Anchor Text**<br>Seasons<br>**Genre:**<br>Informational Text<br><br>**Paired Selection**<br>Four Seasons for Animals<br>**Genre:**<br>Informational Text<br><br>**Decodable Reader Selections**<br>Phil's New Bat<br>In a Rush<br>Ralph Goes to Camp<br>Trish's Gift | **Target Skill**<br>Cause and Effect<br><br>**Target Strategy**<br>Visualize<br><br>**Supporting Skills**<br>Sound Words | **Phonemic Awareness**<br>Blend and Segment Phonemes<br>Substitute Initial Phonemes<br><br>**Phonics**<br>Digraphs ***sh, wh, ph***<br>Contractions with ***'s, n't*** | **Fluency**<br>Accuracy: Word Recognition<br><br>**High-Frequency Words**<br>***down, fall, goes, green, grow, new, open, yellow*** | **Read Aloud**<br>The Prickly Pride of Texas<br><br>Listening/Speaking: Listening Comprehension<br><br>**Speaking and Listening Skill**<br>Discuss Informational Text: Compare and Contrast | **Selection Vocabulary**<br>***blow, day, leaves, school, seeds, snow, snowman, spring, summer, fall, winter***<br><br>**Oral Vocabulary**<br>***bouquet, burst, glows, plow, shrivel, vines***<br><br>**Domain-Specific Vocabulary**<br>***weather, cycle, sunlight***<br><br>**Vocabulary Strategies**<br>Word Endings ***-ed***, ***-ing***, or ***-s*** | **Spelling Principle**<br>Words with ***sh***, ***wh***, ***ph***<br><br>**Spelling Words**<br>**Basic:** ***ship, shop, which, when, whip, fish***<br>**Challenge:** ***shell, graph*** | **Grammar Skill**<br>Subjects and Verbs<br>• Subject-Verb Agreement<br><br>**How English Works**<br>Condensing Ideas | **Language Skills and Strategies**<br>**Collaborate:** Respond Using Gestures, Words, and Phrases; Listen Attentively<br>**Interpret:** Describe Phenomena<br>**Produce:** Write a Retelling<br>**How English Works:** Understand Linking Words<br>**Vocabulary Network:** Words about Seasons | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Sentences That Inform<br><br>**Focus Trait**<br>Purpose<br><br>**Write About Reading**<br>Performance Task |

JOURNEYS

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonemic Awareness/Phonics** | **Fluency and High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **14** | **Anchor Text**<br>The Big Race<br>**Genre:** Fantasy<br><br>**Paired Selection**<br>Rules and Laws<br>**Genre:**<br>Informational Text<br><br>**Decodable Reader Selections**<br>Tate's Cakes<br>Dave and the Whales<br>A Safe Lodge<br>The Race | **Target Skill**<br>Conclusions<br><br>**Target Strategy**<br>Infer/Predict<br><br>**Supporting Skills**<br>Cause and Effect | **Phonemic Awareness**<br>Middle Sound Substitute Medial Phonemes<br><br>**Phonics**<br>Long *a* (CVCe)<br>Phonogram *–ake*<br>Soft *c, g, dge*<br>Phonogram *-ace* | **Fluency**<br>Expression<br><br>**High-Frequency Words**<br>*four, five, into, over, starts, three, two, watch* | **Read Aloud**<br>The Tortoise and the Hare<br><br>Listening/Speaking: Listening Comprehension<br><br>**Speaking and Listening Skill**<br>Speaking About a Topic | **Selection Vocabulary**<br>*cottontail, hay, hooray, lizard, race, roadrunner*<br><br>**Oral Vocabulary**<br>*cactus, habitat, mainly, search, stems, howl*<br><br>**Domain-Specific Vocabulary**<br>*legal, rule, duty*<br><br>**Vocabulary Strategies**<br>Shades of Meaning | **Spelling Principle**<br>Words with Long *a*<br><br>**Spelling Words**<br>**Basic:** *came, make, brave, late, gave, shape*<br>**Challenge:** *waves, chases* | **Grammar Skill**<br>Verbs and Time<br>• Present and Past Tense<br><br>**How English Works**<br>Condensing Ideas | **Language Skills and Strategies**<br>**Collaborate:** Express Feelings or Needs<br>**Interpret:** Ask and Answer Questions<br>**Produce:** Plan a Presentation<br>**How English Works:** Recognize and Use Present Tense Verbs<br>**Vocabulary Network:** Words about Citizenship | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Report<br><br>**Focus Trait**<br>Evidence<br><br>**Write About Reading**<br>Performance Task |
| **15** | **Anchor Text**<br>Animal Groups<br>**Genre:**<br>Informational Text<br><br>**Paired Selection**<br>Animal Picnic<br>**Genre:** Play<br><br>**Decodable Reader Selections**<br>Mike's Bike<br>The Nest<br>The Nice Vet<br>Kite Time | **Target Skill**<br>Compare and Contrast<br><br>**Target Strategy**<br>Monitor/Clarify<br><br>**Supporting Skills**<br>Text and Graphic Features | **Phonemic Awareness**<br>Middle Sound Substitute Medial Phonemes<br><br>**Phonics**<br>Long *i* (CVCe)<br>Digraphs *kn, wr, gn, mb*<br>Phonograms *-ine, -ite* | **Fluency**<br>Intonation<br><br>**High-Frequency Words**<br>*bird, both, eyes, fly, long, or, those, walk* | **Read Aloud**<br>The Dancing Wolves<br><br>Listening/Speaking: Listening Comprehension | **Selection Vocabulary**<br>*amphibians, body, breathe, feathers, group, hair, mammals, reptiles, tadpoles, tails, wings*<br><br>**Oral Vocabulary**<br>*alert, directions, scale, sensitive, swivel, threatened*<br><br>**Domain-Specific Vocabulary**<br>*trait, adapt, survive*<br><br>**Vocabulary Strategies**<br>Suffixes *-er, -est* | **Spelling Principle**<br>Words with Long *i*<br><br>**Spelling Words**<br>**Basic:** *time, like, kite, bike, white, drive*<br>**Challenge:** *stripe, mice* | **Grammar Skill**<br>The Verb *be*<br>• Using *is, are, was* and *were*<br><br>**How English Works**<br>Prepositional Phrases | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer Questions<br>**Interpret:** Describe Text Elements: Setting<br>**Produce:** Write a Procedure<br>**How English Works:** Use Adjectives<br>**Vocabulary Network:** Words about Comparing and Contrasting | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Report<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Ask and Answer Questions: Using Information from Media |
| **Performance Task** | **Anchor Text**<br>At Home in the Ocean<br>**Genre:** Informational Text<br><br>**Anchor Text**<br>Animal Groups<br>**Genre:** Informational Text | | | | | | | **Grammar Review**<br>Sentences, Subject-Verb Agreement | | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Report |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonemic Awareness/Phonics** | **Fluency and High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **16** | **Anchor Text**<br>Let's Go to the Moon!<br>**Genre:**<br>Informational Text<br><br>**Paired Selection**<br>Mae Jemison<br>**Genre:** Biography<br><br>**Decodable Reader Selections**<br>Go, Jones!<br>So Much Fun<br>June's Pictures<br>My Mule, Duke | **Target Skill**<br>Main Idea and Details<br><br>**Target Strategy**<br>Question<br><br>**Supporting Skills**<br>Author's Purpose | **Phonemic Awareness**<br>Substitute Phonemes: Medial<br>Substitute Phonemes: Final<br>Distinguish Vowel Sounds<br><br>**Phonics**<br>Long ***o*** (CV, CVCe)<br>Long ***u*** (CVCe) | **Fluency**<br>Stress<br><br>**High-Frequency Words**<br>***around, because, before, bring, carry, light, show, think*** | **Read Aloud**<br>One Giant Leap<br><br>Listening/Speaking: Listening Comprehension | **Selection Vocabulary**<br>***crater, footprints, gravity, lunar, rocket, rover***<br><br>**Oral Vocabulary**<br>***atmosphere, decision, landscape, miniature, surface, vast***<br><br>**Domain-Specific Vocabulary**<br>***star, orbit, planet***<br><br>**Vocabulary Strategies**<br>Suffixes ***-y, -ful*** | **Spelling Principle**<br>Words with Long ***o***<br><br>**Spelling Words**<br>**Basic:** ***so, go, home, hole, no, rope, joke, bone, stove, poke***<br>**Challenge:** ***chose, wrote*** | **Grammar Skill**<br>Questions<br>• What Is a Question?<br>• Writing Questions<br><br>**How English Works**<br>Verb Tenses | **Language Skills and Strategies**<br>**Collaborate:** Apologize<br>**Interpret:** Describe Language Used to Present an Idea<br>**Produce:** Plan a Presentation<br>**How English Works:** Use Prepositional Phrases to Add Details<br>**Vocabulary Network:** Words about Astronauts | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Sentences About Yourself (main idea)<br><br>**Focus Trait**<br>Purpose<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Using Text Features |
| **17** | **Anchor Text**<br>The Big Trip<br>**Genre:** Fantasy<br><br>**Paired Selection**<br>Lewis and Clark's Big Trip<br>**Genre:**<br>Informational Text<br><br>**Decodable Reader Selections**<br>At the Beach<br>Who Will Teach Us?<br>Plunk, Plunk<br>The King's Song | **Target Skill**<br>Compare and Contrast<br><br>**Target Strategy**<br>Visualize<br><br>**Supporting Skills**<br>Dialogue | **Phonemic Awareness**<br>Substitute Phonemes: Medial<br>Substitute Phonemes: Final<br>Blend Phonemes<br>Identify Final Phonemes<br><br>**Phonics**<br>Long ***e*** (CV, CVCe)<br>Vowel Pairs ***ee, ea***<br>Final ***ng, nk***<br>Phonogram ***-ink*** | **Fluency**<br>Phrasing: Attention to Punctuation (Question Mark)<br><br>**High-Frequency Words**<br>***about, by, car, could, don't, maybe, sure, there*** | **Read Aloud**<br>The Rainy Trip<br><br>Listening/Speaking: Listening Comprehension<br><br>**Speaking and Listening Skill**<br>Speaking to Persuade | **Selection Vocabulary**<br>***desert, engine, exclaimed, island, jumpy, parachute, stubborn, travel, troubles, tunnel***<br><br>**Oral Vocabulary**<br>***complain, delighted, horizon, lonely, pleaded, shelter***<br><br>**Domain-Specific Vocabulary**<br>***railroad, pilot, motion***<br><br>**Vocabulary Strategies**<br>Define Words | **Spelling Principle**<br>Words with Long ***e***<br><br>**Spelling Words**<br>**Basic:** ***me, be, read, feet, tree, keep, eat, mean, sea, these***<br>**Challenge:** ***street, please*** | **Grammar Skill**<br>Compound Sentences<br>• Produce and Expand Compound Sentences<br><br>**How English Works**<br>Text Cohesion | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer *wh-* Questions and Listen Attentively<br>**Interpret:** Distinguish the Effects of Words<br>**Produce:** Write a Report<br>**How English Works:** Create Compound Sentences<br>**Vocabulary Network:** Words about Travel | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Sentences About Yourself (details)<br><br>**Focus Trait**<br>Development<br><br>**Write About Reading**<br>Performance Task |
| **18** | **Anchor Text**<br>Where Does Food Come From?<br>**Genre:**<br>Informational Text<br><br>**Paired Selection**<br>Jack and the Beanstalk<br>**Genre:** Fairy Tale<br><br>**Decodable Reader Selections**<br>Ray Trains Dex<br>Sweet Treats<br>What Will We Do?<br>Let's Eat | **Target Skill**<br>Author's Purpose<br><br>**Target Strategy**<br>Summarize<br><br>**Supporting Skills**<br>Conclusions | **Phonemic Awareness**<br>Substitute Phonemes: Medial<br>Substitute Phonemes: Final<br><br>**Phonics**<br>Vowel Pairs ***ai, ay***<br>Contractions ***'ll, 'd***<br>Phonograms ***-ay, -ain*** | **Fluency**<br>Expression<br><br>**High-Frequency Words**<br>***first, food, ground, right, sometimes, these, under, your*** | **Read Aloud**<br>The Three Wishes<br><br>Listening/Speaking: Listening Comprehension<br><br>**Speaking and Listening Skill**<br>Using Visuals | **Selection Vocabulary**<br>***chocolate, favorite, paddies, vegetables***<br><br>**Oral Vocabulary**<br>***disappointed, eagerly, fancy, scampered, slippery, spotted***<br><br>**Domain-Specific Vocabulary**<br>***crop, livestock, orchard***<br><br>**Vocabulary Strategies**<br>Multiple-Meaning Words | **Spelling Principle**<br>Vowel Pairs ***ai, ay***<br><br>**Spelling Words**<br>**Basic:** ***play, grain, sail, mail, may, rain, way, day, stay, pain***<br>**Challenge:** ***paint, spray*** | **Grammar Skill**<br>Names of Months, Days, and Holidays<br>• Commas in Dates<br><br>**How English Works**<br>Verb Tenses | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions Using Learned Phrases<br>**Interpret:** Distinguish Effects of Words<br>**Produce:** Plan a Speech<br>**How English Works:** Condense Ideas in Simple Ways<br>**Vocabulary Network:** Words about Travel | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Friendly Letter<br><br>**Focus Trait**<br>Conventions<br><br>**Write About Reading**<br>Performance Task |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonemic Awareness/Phonics** | **Fluency and High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **19** | **Anchor Text**<br>Tomás Rivera<br>**Genre:** Biography<br><br>**Paired Selection**<br>Life Then and Now<br>**Genre:** Informational Text<br><br>**Decodable Reader Selections**<br>It Was Snow Fun<br>Boat Rides<br>Fun with Gram<br>Rex Knows | **Target Skill**<br>Sequence of Events<br><br>**Target Strategy**<br>Monitor/Clarify<br><br>**Supporting Skills**<br>Using Context | **Phonemic Awareness**<br>Substitute Phonemes: Medial<br>Distinguish Vowel Sounds<br>Combine, Segment Syllables<br><br>**Phonics**<br>Vowel Pairs *oa, ow*<br>Contractions *'ve, 're*<br>Phonograms *-ow, -oat* | **Fluency**<br>Intonation<br><br>**High-Frequency Words**<br>*done, great, laugh, paper, soon, talk, were, work* | **Read Aloud**<br>Christina's Work<br><br>Listening/Speaking: Listening Comprehension | **Selection Vocabulary**<br>*Tomás Rivera, Texas, born, library, people, stories, family, teacher*<br><br>**Oral Vocabulary**<br>*author, exactly, incomplete, permission, signature, welcomed*<br><br>**Domain-Specific Vocabulary**<br>*invention, artifact, country*<br><br>**Vocabulary Strategies**<br>Synonyms | **Spelling Principle**<br>Vowel Pairs *oa, ow*<br><br>**Spelling Words:**<br>**Basic:** *show, row, grow, low, blow, snow, boat, coat, road, toad*<br>**Challenge:** *flown, toast* | **Grammar Skill**<br>Future Tense<br>• Future Tense Using *will*<br>• Future Tense Using *going to*<br><br>**How English Works**<br>Noun Phrases | **Language Skills and Strategies**<br>**Collaborate:** Gain and/or Hold the Floor<br>**Interpret:** Describe Characters<br>**Produce:** Write a Description<br>**How English Works:** Understand Text Organization<br>**Vocabulary Network:** Words about History | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Personal Narrative<br><br>**Focus Trait**<br>Organization<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Report About a Famous American |
| **20** | **Anchor Text**<br>Little Rabbit's Tale<br>**Genre:** Folktale<br><br>**Paired Selection**<br>Silly Poems<br>**Genre:** Poetry<br><br>**Decodable Reader Selections**<br>Bedtime for Ray<br>Pancake Ran<br>A Springtime Rain<br>Rosebud | **Target Skill**<br>Cause and Effect<br><br>**Target Strategy**<br>Infer/Predict<br><br>**Supporting Skills**<br>Story Lesson | **Phonemic Awareness**<br>Combine, Segment Syllables<br>Recognize Syllables<br>Identify Phonemes: Medial<br><br>**Phonics**<br>Compound Words<br>Short Vowel /e/*ea* | **Fluency**<br>Rate<br><br>**High-Frequency Words**<br>*door, more, mother, old, try, use, want, wash* | **Read Aloud**<br>Chicken Little<br><br>Listening/Speaking: Listening Comprehension<br><br>**Speaking and Listening Skill**<br>Use Sensory Words and Words About Feelings | **Selection Vocabulary**<br>*apple, Beaver, Goose, happily ever after, oh, says, sky, told*<br><br>**Oral Vocabulary**<br>*calf, flooded, meadow, rippled, swarm, wade*<br><br>**Domain-Specific Vocabulary**<br>*respect, opinion, kindness*<br><br>**Vocabulary Strategies**<br>Compound Words | **Spelling Principle:**<br>Compound Words<br><br>**Spelling Words:**<br>**Basic:** *bedtime, sunset, bathtub, sailboat, flagpole, backpack, playpen, raincoat, inside, himself*<br>**Challenge:** *rowboat, homemade* | **Grammar Skill**<br>Prepositions and Prepositional Phrases<br>• Prepositional Phrases for *where*<br>• Prepositional Phrases for *when*<br><br>**How English Works**<br>Text Structure | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions Using Open Responses; Elaborate on an Idea and Negotiate with Others<br>**Interpret:** Ask and Answer Questions<br>**Produce:** Plan a Presentation<br>**How English Works:** Understand Linking Words<br>**Vocabulary Network:** Words about Helping a Friend | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Personal Narrative<br><br>**Focus Trait**<br>Development<br><br>**Write About Reading**<br>Performance Task |
| **Performance Task** | **Anchor Text**<br>The Big Trip<br>**Genre:** Fantasy | | | | | | | **Grammar Review**<br>Sentences, Compound Sentences, End Marks | | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Book Report |
| **Extended Reading** | **Trade Book**<br>Amazing Whales<br>**Genre:** Informational Text | **Target Strategies**<br>Visualize<br>Monitor/Clarify<br>Analyze/Evaluate | | **Fluency**<br>Expression, Accuracy | **Read Aloud**<br>Amazing Animals!<br><br>**Collaborative Project**<br>Amazing Animals Class Chapter Book: Discuss, Present, Reflect | **Content Vocabulary Words**<br>*blue whale, basketball court, softballs, mammal, sperm whale, mile, giant squid, baleen, humpback whale, right whale, destroy, scientists*<br>**Domain-Specific Vocabulary**<br>*habitat, migration, trapped, wildlife* | **Integrated Language Arts Review**<br>Spelling Principles Review | **Integrated Language Arts Review**<br>Compound Sentences, Prepositions, Verb Tenses, Subjects and Verbs, Proper Nouns | | **Collaborative Project**<br>Amazing Animals Class Chapter Book<br><br>**Write About Media**<br><br>**Write About Reading** |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonemic Awareness/Phonics** | **Fluency and High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **21** | **Anchor Text**<br>The Garden<br>**Genre:** Fantasy<br><br>**Paired Selection**<br>Garden Good Guys<br>**Genre:** Informational Text<br><br>**Decodable Reader Selections**<br>Mark Shark<br>Clark's Part<br>At the Shore<br>More Fun for Jake | **Target Skill**<br>Story Structure<br><br>**Target Strategy**<br>Analyze/Evaluate<br><br>**Supporting Skills**<br>Repetition | **Phonemic Awareness**<br>Substitute Vowel Sounds<br>Segment Syllables<br>Blend Syllables<br>Add Phonemes<br><br>**Phonics**<br>*r*-Controlled Vowel ***ar***<br>*r*-Controlled Vowels ***or, ore***<br>Phonograms ***-ar, -ore*** | **Fluency**<br>Phrasing: Natural Pauses<br><br>**High-Frequency Words**<br>***few, night, loudly, window, noise, story, shall, world*** | **Read Aloud**<br>Grandpa's Tree<br><br>Listening/Speaking: Listening Comprehension<br><br>**Speaking and Listening Skill**<br>Giving Clear Explanations | **Selection Vocabulary**<br>***candles, frightened, poems, shouted, of course***<br><br>**Oral Vocabulary**<br>***clever, clues, detectives, poked, sneaky, whispered***<br><br>**Domain-Specific Vocabulary**<br>***prune, flower, pollen***<br><br>**Vocabulary Strategies**<br>Prefix ***re-*** | **Spelling Principle**<br>*r*-Controlled Vowel ***ar***<br><br>**Spelling Words**<br>**Basic:** ***far, arm, yard, art, jar, bar, barn, bark, card, yarn***<br>**Challenge:** ***smart, chart*** | **Grammar Skill**<br>Subject Pronouns<br>• Pronouns That Name One<br>• Pronouns That Name More Than One<br><br>**How English Works**<br>Prepositional Phrases | **Language Skills and Strategies**<br>**Collaborate:** Gain and/or Hold the Floor<br>**Interpret:** Describe Text Elements: Problem/Solution<br>**Produce:** Write a Story<br>**How English Works:** Use Past Tense Verbs<br>**Vocabulary Network:** Words about Gardens | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Story Sentences (dialogue)<br><br>**Focus Trait**<br>Development<br><br>**Write About Reading**<br>Performance Task |
| **22** | **Anchor Text**<br>Amazing Animals<br>**Genre:** Informational Text<br><br>**Paired Selection**<br>The Ugly Duckling<br>**Genre:** Folktale<br><br>**Decodable Reader Selections**<br>See the Birds<br>A Bath for Mert<br>Fox and Crow<br>Meet Gert | **Target Skill**<br>Conclusions<br><br>**Target Strategy**<br>Visualize<br><br>**Supporting Skills**<br>Using Context | **Phonemic Awareness**<br>Substitute Vowel Sounds<br>Segment Syllables<br>Blend Syllables<br><br>**Phonics**<br>*r*-Controlled Vowels ***er, ir, ur*** | **Fluency**<br>Accuracy: Connected Text<br><br>**High-Frequency Words**<br>***baby, begins, eight, follow, learning, until, years, young*** | **Read Aloud**<br>How Bat Learned to Fly<br><br>Listening/Speaking: Listening Comprehension | **Selection Vocabulary**<br>***amazing, camel, color, dolphin, polar bear, porcupine, toes***<br><br>**Oral Vocabulary**<br>***misty, promised, receive, roamed, slender, sparkling***<br><br>**Domain-Specific Vocabulary**<br>***gills, skeleton, organ***<br><br>**Vocabulary Strategies**<br>Using a Dictionary Entry | **Spelling Principle**<br>*r*-Controlled Vowels ***er, ir, ur***<br><br>**Spelling Words**<br>**Basic:** ***her, fern, girl, sir, stir, bird, fur, hurt, turn, third***<br>**Challenge:** ***curl, first*** | **Grammar Skill**<br>The Pronouns ***I*** and ***me***<br><br>**How English Works**<br>Verb Tenses | **Language Skills and Strategies**<br>**Collaborate:** Greet Others; Provide Counterarguments<br>**Interpret:** Describe Words Used to Present Ideas<br>**Produce:** Plan a Speech<br>**How English Works:** Expand Noun Phrases; Use Irregular Plural Nouns<br>**Vocabulary Network:** Words about Animal Characteristics | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Story Sentences<br><br>**Focus Trait**<br>Development<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Using Text Features |
| **23** | **Anchor Text**<br>Whistle for Willie<br>**Genre:** Realistic Fiction<br><br>**Paired Selection**<br>Pet Poems<br>**Genre:** Poetry<br><br>**Decodable Reader Selections**<br>Look at This!<br>Two Good Cooks<br>Good Homes<br>Big Problems | **Target Skill**<br>Cause and Effect<br><br>**Target Strategy**<br>Monitor/Clarify<br><br>**Supporting Skills**<br>Figurative Language | **Phonemic Awareness**<br>Substitute Vowel Sounds<br>Segment Syllables<br><br>**Phonics**<br>Vowel Digraph /o͞o/ ***oo***<br>Syllable Pattern CVC | **Fluency**<br>Stress<br><br>**High-Frequency Words**<br>***again, along, began, boy, father, house, nothing, together*** | **Read Aloud**<br>Around the World in a Day<br><br>Listening/Speaking: Listening Comprehension<br><br>**Speaking and Listening Skill**<br>Speaking to Express Opinions | **Selection Vocabulary**<br>***carton, empty, errand, grocery, happened, pocket, shadow, whirled***<br><br>**Oral Vocabulary**<br>***accent, behave, gooey, siesta, sizzling, translated***<br><br>**Domain-Specific Vocabulary**<br>***shelter, caregiver, exercise***<br><br>**Vocabulary Strategies**<br>Define Words | **Spelling Principle**<br>Vowel Digraph ***oo***<br><br>**Spelling Words**<br>**Basic:** ***look, book, good, hook, brook, took, foot, shook, wood, hood***<br><br>**Challenge:** ***crook, hoof*** | **Grammar Skill**<br>Possessive Pronouns<br>• Using ***my, your, his,*** and ***her***<br>• Using ***mine, yours, his,*** and ***hers***<br><br>**How English Works**<br>Prepositional Phrases | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer Yes-No Questions; Follow Rules for Taking Turns<br>**Interpret:** Distinguish the Effects of Words<br>**Produce:** Write a Response<br>**How English Works:** Use Prepositional Phrases to Add Details<br>**Vocabulary Network:** Words about Pets | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Story Summary<br><br>**Focus Trait**<br>Organization<br><br>**Write About Reading**<br>Performance Task |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonemic Awareness/Phonics** | **Fluency and High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **24** | **Anchor Text**<br>A Tree Is a Plant<br>**Genre:** Informational Text<br><br>**Paired Selection**<br>Grow, Apples, Grow!<br>**Genre:** Informational Text<br><br>**Decodable Reader Selections**<br>Moose's Tooth<br>Moon News<br>Boot's Clues<br>Red Zed and Blue Stu | **Target Skill**<br>Sequence of Events<br><br>**Target Strategy**<br>Question<br><br>**Supporting Skills**<br>Figurative Language | **Phonemic Awareness**<br>Substitute Vowel Sounds<br>Segment Syllables<br><br>**Phonics**<br>Vowel Digraphs/Spelling Patterns: ***oo, ou, ew***<br>More Spellings for /oo/: ***ue, u, u_e*** | **Fluency**<br>Expression<br><br>**High-Frequency Words**<br>***ready, country, soil, kinds, earth, almost, covers, warms*** | **Read Aloud**<br>Visiting Butterflies<br><br>Listening/Speaking: Listening Comprehension | **Selection Vocabulary**<br>***adult, blossoms, center, hundreds***<br><br>**Oral Vocabulary**<br>***completely, gentle, lonely, recognize, reflection, settle***<br><br>**Domain-Specific Vocabulary**<br>***oxygen, nutrients, reproduce***<br><br>**Vocabulary Strategies**<br>Multiple-Meaning Words | **Spelling Principle**<br>Vowel Digraphs ***oo, ou, ew***<br><br>**Spelling Words**<br>**Basic:** ***soon, new, noon, zoo, boot, too, moon, blew, soup, you***<br>**Challenge:** ***grew, scoop*** | **Grammar Skill**<br>Indefinite Pronouns<br><br>**How English Works**<br>Text Structure | **Language Skills and Strategies**<br>**Collaborate:** Gain and/or Hold the Floor<br>**Interpret:** Distinguish Effects of Words<br>**Produce:** Plan a Presentation<br>**How English Works:** Create Compound Sentences; Combine Clauses to Show Cause and Effect<br>**Vocabulary Network:** Words about Trees | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Story<br><br>**Focus Trait**<br>Development<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Life Cycle Report |
| **25** | **Anchor Text**<br>The New Friend<br>**Genre:** Realistic Fiction<br><br>**Paired Selection**<br>Symbols of Our Country<br>**Genre:** Informational Text<br><br>**Decodable Reader Selections**<br>Down on the Farm<br>Scout and Count<br>Dawn's Voice<br>Shawn's Toys | **Target Skill**<br>Understanding Characters<br><br>**Target Strategy**<br>Summarize<br><br>**Supporting Skills**<br>Narrator | **Phonemic Awareness**<br>Substitute Vowel Sounds<br>Identify Syllables<br>Segment Syllables<br>Add Phonemes<br><br>**Phonics**<br>Vowel Combinations ***ou, ow***<br>Vowel Combinations ***oi, oy, au, aw*** | **Fluency**<br>Phrasing: Attention to Punctuation<br><br>**High-Frequency Words**<br>***buy, city, family, myself, party, please, school, seven*** | **Read Aloud**<br>Señor Coyote, the Judge<br><br>Listening/Speaking: Listening Comprehension<br><br>**Speaking and Listening Skill**<br>Speaking About a Topic | **Selection Vocabulary**<br>***brushes, crates, crew, pails, rejoined, repaid, seventh, soccer, unloaded, unpack***<br><br>**Oral Vocabulary**<br>***blossom, ledge, lugging, shady, shallow, cavern***<br><br>**Domain-Specific Vocabulary**<br>***diversity, culture, society***<br><br>**Vocabulary Strategies**<br>Synonyms with Introduction to Thesaurus | **Spelling Principle**<br>Vowel Combinations ***ou, ow***<br><br>**Spelling Words**<br>**Basic:** ***how, now, cow, owl, ouch, house, found, out, gown, town***<br>**Challenge:** ***shout, power*** | **Grammar Skill**<br>Contractions<br>• Contractions with ***not***<br>• Contractions with Pronouns<br><br>**How English Works**<br>Condensing Ideas | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer Questions<br>**Interpret:** Describe Text Elements: Character<br>**Produce:** Write a Retelling<br>**How English Works:** Condense Ideas in Simple Ways and by Embedding Clauses<br>**Vocabulary Network:** Words about Our Country | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Story<br><br>**Focus Trait**<br>Conventions<br><br>**Write About Reading**<br>Performance Task |
| **Performance Task** | **Anchor Text**<br>Amazing Animals<br>**Genre:** Informational Text<br>**Paired Selection**<br>Garden Good Guys<br>**Genre:** Informational Text | | | | | | | **Grammar Review**<br>Sentences, Pronouns, Quotation Marks | | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Story |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonemic Awareness/Phonics** | **Fluency and High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **26** | **Anchor Text**<br>The Dot<br>**Genre:** Realistic Fiction<br><br>**Paired Selection**<br>Artists Create Art!<br>**Genre:** Biography<br><br>**Decodable Reader Selections**<br>Bears<br>Hiding and Seeking<br>Henry and Dad Go Camping<br>Speedy and Chase | **Target Skill**<br>Compare and Contrast<br><br>**Target Strategy**<br>Monitor/Clarify<br><br>**Supporting Skills**<br>Figurative Language | **Phonemic Awareness**<br>Substitute Vowel Sounds<br>Identify Syllables<br>Segment Syllables<br><br>**Phonics**<br>Base Words (CVC*e*, CVC) with Endings *-ed, -ing*<br>Long *e* Spelling Patterns *y, ie* | **Fluency**<br>Accuracy: Self-Correct<br><br>**High-Frequency Words**<br>*above, bear, even, pushed, studied, surprised, teacher, toward* | **Read Aloud**<br>The Art Contest<br><br>Listening/Speaking: Listening Comprehension | **Selection Vocabulary**<br>*blank, gazing, noticed, squiggle, straight, swirly*<br><br>**Oral Vocabulary**<br>*field, magical, shrubbery, softly, universe, wondrous*<br><br>**Domain-Specific Vocabulary**<br>*canvas, pottery, watercolor*<br><br>**Vocabulary Strategies**<br>Figurative Language (Idioms) | **Spelling Principle**<br>Base Words ending in *-ed, -ing*<br><br>**Spelling Words**<br>**Basic:** *mix, mixed, hop, hopped, hope, hoping, run, running, use, used*<br>**Challenge:** *writing, grabbed* | **Grammar Skill**<br>Exclamations<br>• What Is an Exclamation?<br>• Writing Exclamations<br>• Using Determiners in Exclamations<br><br>**How English Works**<br>Connecting Ideas | **Language Skills and Strategies**<br>**Collaborate:** Respond Using Gestures, Words, and Phrases; Follow Rules for Talking<br>**Interpret:** Ask and Answer Questions<br>**Produce:** Plan a Presentation<br>**How English Works:** Understand Text Structure<br>**Vocabulary Network:** Words about Art | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Opinion Sentences<br><br>**Focus Trait**<br>Conventions<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Ask and Answer Questions: Using Information from Media |
| **27** | **Anchor Text**<br>What Can You Do?<br>**Genre:** Informational Text<br><br>**Paired Selection**<br>The Wind and the Sun<br>**Genre:** Fable<br><br>**Decodable Reader Selections**<br>The Three Races<br>Seed Sisters<br>The Fox and the Grapes<br>Jingle, Jangle, and Jiggle | **Target Skill**<br>Author's Purpose<br><br>**Target Strategy**<br>Analyze/Evaluate<br><br>**Supporting Skills**<br>Using Context | **Phonemic Awareness**<br>Segment Syllables<br>Identify Syllables<br><br>**Phonics**<br>Base Words/Inflections *-er, -est* (change *y* to *i*)<br>Syllable *-le* | **Fluency**<br>Intonation<br><br>**High-Frequency Words**<br>*always, different, enough, happy, high, near, once, stories* | **Read Aloud**<br>The Shoemaker and the Elves<br><br>Listening/Speaking: Listening Comprehension | **Selection Vocabulary**<br>*binoculars, captain, computers, float, something*<br><br>**Oral Vocabulary**<br>*cobweb, demanded, dreadful, grumbled, panted, terrified*<br><br>**Domain-Specific Vocabulary**<br>*motivation, explore, leader*<br><br>**Vocabulary Strategies**<br>Classify and Categorize: Emotion Words | **Spelling Principle**<br>Base Words ending in *-er, -est*<br><br>**Spelling Words**<br>**Basic:** *hard, harder, hardest, fast, faster, fastest, slow, slower, slowest, sooner*<br>**Challenge:** *shorter, shortest* | **Grammar Skill**<br>Kinds of Sentences<br>• Statement, Question, Exclamation, or Command?<br>• Four Kinds of Sentences<br>• Produce and Expand Sentences<br><br>**How English Works**<br>Condensing Ideas | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer wh- Questions and Listen Attentively<br>**Interpret:** Describe Ideas<br>**Produce:** Write an Exposition<br>**How English Works:** Use Connecting Words<br>**Vocabulary Network:** Words about Trying Your Best | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Opinion Sentences<br><br>**Focus Trait**<br>Conventions<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>How-To Report |
| **28** | **Anchor Text**<br>The Kite<br>**Genre:** Fantasy<br><br>**Paired Selection**<br>Measuring Weather<br>**Genre:** Informational Text<br><br>**Decodable Reader Selections**<br>Sally Jane and Beth Ann<br>Ty and Big Gilly<br>Bird Watching<br>Benches | **Target Skill**<br>Story Structure<br><br>**Target Strategy**<br>Infer/Predict<br><br>**Supporting Skills**<br>Genre: Fantasy | **Phonemic Awareness**<br>Segment Syllables<br>Delete Phonemes<br><br>**Phonics**<br>Long *i* Spelling Patterns *igh, y, ie*<br>Base Words/Inflections *-ed, -ing, -er, -est, -es*<br>Phonograms *-ight, -y* | **Fluency**<br>Phrasing: Natural Pauses<br><br>**High-Frequency Words**<br>*across, ball, cried, head, heard, large, second, should* | **Read Aloud**<br>A Hopeful Song<br><br>Listening/Speaking: Listening Comprehension<br><br>**Speaking and Listening Skill**<br>Compare and Contrast Stories | **Selection Vocabulary**<br>*junk, laughter, perhaps*<br><br>**Oral Vocabulary**<br>*assures, audience, chorus, determined, enthusiasm, stomped*<br><br>**Domain-Specific Vocabulary**<br>*degrees, temperature, climate*<br><br>**Vocabulary Strategies**<br>Homographs | **Spelling Principle**<br>Spelling Patterns *igh, y, ie* (long *i*)<br><br>**Spelling Words**<br>**Basic:** *my, try, sky, fly, by, dry, pie, cried, night, light*<br>**Challenge:** *myself, brighter* | **Grammar Skill**<br>Kinds of Adjectives<br>• Adjectives for Taste and Smell<br>• Adjectives for Sound and Texture<br><br>**How English Works**<br>Verb Tenses | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions Using Open Responses<br>**Interpret:** Describe Language Used to Present an Idea<br>**Produce:** Plan a Speech<br>**How English Works:** Use Verbs and Verb Types; Recognize and Use Future Tense Verbs<br>**Vocabulary Network:** Words about Weather Changes | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Opinion Sentences<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonemic Awareness/Phonics** | **Fluency and High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **29** | **Anchor Text**<br>Hi! Fly Guy<br>**Genre:** Chapter Book<br><br>**Paired Selection**<br>Busy Bugs<br>**Genre:** Poetry<br><br>**Decodable Reader Selections**<br>Quiz Game<br>Jack and the Beans<br>Ruth's Day<br>Stew for Peg | **Target Skill**<br>Understanding Characters<br><br>**Target Strategy**<br>Visualize<br><br>**Supporting Skills**<br>Author's Word Choice | **Phonemic Awareness**<br>Segment Syllables<br>Delete Phonemes<br>Distinguish Vowel Sounds<br><br>**Phonics**<br>Suffixes *-ful, -ly, -y*<br>Long Vowel Spelling Patterns: *a, e, i, o, u* | **Fluency**<br>Expression<br><br>**High-Frequency Words**<br>*caught, took, listen, thought, minute, beautiful, idea, friendship* | **Read Aloud**<br>A Stone Goes to Court<br><br>Listening/Speaking: Listening Comprehension<br><br>**Speaking and Listening Skill**<br>Using Visuals | **Selection Vocabulary**<br>*award, chapter, fancy, guy, rescue*<br><br>**Oral Vocabulary**<br>*corner, disguised, mystery, seriously, signs, solve*<br><br>**Domain-Specific Vocabulary**<br>*larva, antennae, thorax*<br><br>**Vocabulary Strategies**<br>Prefix *un-* | **Spelling Principle**<br>Suffixes *-ly, -y, -ful*<br><br>**Spelling Words**<br>**Basic:** *sad, sadly, slow, slowly, dust, dusty, trick, tricky, help, helpful*<br>**Challenge:** *quickly, hopeful* | **Grammar Skill**<br>Adverbs<br>• Adverbs for *How* and *Where*<br>• Adverbs for *When* and *How Much*<br><br>**How English Works**<br>Text Structure | **Language Skills and Strategies**<br>**Collaborate:** Gain and/or Hold the Floor<br>**Interpret:** Distinguish the Effects of Words<br>**Produce:** Write a Drama<br>**How English Works:** Expand Noun Phrases; Recognize and Use Possessive Nouns<br>**Vocabulary Network:** Words about Insects | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Opinion Paragraph<br><br>**Focus Trait**<br>Evidence<br><br>**Write About Reading**<br>Performance Task |
| **30** | **Anchor Text**<br>Winners Never Quit!<br>**Genre:** Narrative Nonfiction<br><br>**Paired Selection**<br>Be a Team Player<br>**Genre:** Informational Text<br><br>**Decodable Reader Selections**<br>Amy Ant<br>Julie and Jason<br>Home at Last<br>Soccer | **Target Skill**<br>Main Idea and Details<br><br>**Target Strategy**<br>Summarize<br><br>**Supporting Skills**<br>Genre: Narrative Nonfiction | **Phonemic Awareness**<br>Segment Syllables<br><br>**Phonics**<br>Syllable Pattern CV<br>Prefixes *un-, re-* | **Fluency**<br>Rate: Adjust Reading Rate to Purpose<br><br>**High-Frequency Words**<br>*brothers, everyone, field, loved, most, only, people, sorry* | **Read Aloud**<br>The Parts of the House Have a Fight<br><br>Listening/Speaking: Listening Comprehension<br><br>**Speaking and Listening Skill**<br>Ask and Answer Questions: Informational Texts | **Selection Vocabulary**<br>*already, dribbled, goalie, rather*<br><br>**Oral Vocabulary**<br>*mightiest, show-off, waste, wild, wobble, careful*<br><br>**Domain-Specific Vocabulary**<br>*cooperation, teamwork, success*<br><br>**Vocabulary Strategies**<br>Suffix *-ly* | **Spelling Principle**<br>Syllable Pattern CV<br><br>**Spelling Words**<br>**Basic:** *even, open, begin, baby, tiger, music, paper, zero, table, below*<br>**Challenge:** *because, silent* | **Grammar Skill**<br>Adjectives That Compare<br>• Adjectives with *er* and *est*<br>• Using the Right Adjective<br><br>**How English Works**<br>Connecting Ideas | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions Using Learned Phrases; Elaborate on an Idea and Negotiate with Others<br>**Interpret:** Distinguish the Effects of Word Choice<br>**Produce:** Plan a Speech<br>**How English Works:** Use Prepositional Phrases to Add Detail<br>**Vocabulary Network:** Words about Teamwork | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Opinion Paragraph<br><br>**Focus Trait**<br>Organization<br><br>**Write About Reading**<br>Performance Task |
| **Performance Task** | **Anchor Text**<br>What Can You Do?<br>**Genre:** Informational Text<br>**Anchor Text**<br>Winners Never Quit!<br>**Genre:** Narrative Nonfiction | | | | | | | **Grammar Review**<br>Kinds of Sentences, Exclamations, End Marks | | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Opinion Paragraph |
| **Extended Reading** | **Trade Book**<br>Owl at Home<br>**Genre:** Fantasy | **Target Strategies**<br>Infer/Predict<br>Monitor/Clarify<br>Question | | **Fluency**<br>Phrasing, Self-Correction | **Read Aloud**<br>The Strange Shape<br><br>**Collaborative Project**<br>Studying Things in Nature: Discuss, Present, Reflect | **Content Vocabulary Words**<br>*winter, whirled, whooshed, guest, pleasant, kettle, tear, tea, sobbed, following, sailed, shining*<br><br>**Domain-Specific Vocabulary**<br>*nocturnal, prey, beak, claws, swivel* | **Integrated Language Arts Review**<br>Spelling Principles Review | **Integrated Language Arts Review**<br>Adjectives, Adverbs, Kinds of Sentences, Adjectives That Compare | | **Collaborative Project**<br>Studying Things in Nature<br><br>**Write About Media**<br><br>**Write About Reading** |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonemic Awareness/Phonics** | **Fluency and High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **1** | **Anchor Text**<br>Henry and Mudge<br>**Genre**: Realistic Fiction<br><br>**Paired Selection**<br>All in the Family<br>**Genre**: Informational Text<br><br>**Decodable Readers**<br>We Camp<br>The Picnic Ants | **Target Skill**<br>Sequence of Events<br><br>**Target Strategy**<br>Infer/Predict<br><br>**Second Read Skill**<br>Author's Word Choice | **Phonemic Awareness**<br>Identify Phonemes<br>Syllables in Spoken Words<br><br>**Phonics**<br>Short Vowels *a, i*<br>CVC Syllable Pattern | **Fluency**<br>Accuracy: Word Recognition<br><br>**High-Frequency Words**<br>*around, be, five, help, next, or, pull, take, until, walked* | **Read Aloud**<br>The Perfect Pet<br><br>Listening/Speaking: Recount Key Details<br><br>**Speaking and Listening Skill**<br>Holding a Conversation | **Target/Academic Vocabulary**<br>*curly, straight, floppy, drooled, weighed, stood, collars, row*<br><br>**Domain-Specific Vocabulary**<br>*traits, offspring, inherit*<br><br>**Apply Vocabulary Knowledge**<br>Use a Dictionary<br><br>**Vocabulary Strategies**<br>Alphabetical Order | **Spelling Principle**<br>Short Vowels *a, i*<br><br>**Spelling Words**<br>**Basic:** *sad, dig, jam, glad, list, win, flat, if, fix, rip, kit, mask*<br>**Review:** *as, his*<br>**Challenge:** *sandwich, picnic* | **Grammar Skill**<br>Subjects and Predicates<br><br>**How English Works**<br>Text Structure | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer Questions<br>**Interpret:** Text Elements: Character<br>**Produce:** Recount Experiences<br>**How English Works:** Identify and Use Common Nouns<br>**Vocabulary Network:** Words About Dogs | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Sentences That Tell a True Story<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task |
| **2** | **Anchor Text**<br>My Family<br>**Genre**: Informational Text<br><br>**Paired Selection**<br>Family Poetry<br>"Everybody Says" by Dorothy Aldis<br>"Abuelita's Lap" by Pat Mora<br>"Grandpa's Stories" by Langston Hughes<br>**Genre:** Poetry<br><br>**Decodable Readers**<br>Bud, Ben, and Roz<br>The Funny Hat Contest | **Target Skill**<br>Compare and Contrast<br><br>**Target Strategy**<br>Question<br><br>**Second Read Skill**<br>Informational Text | **Phonemic Awareness**<br>Identify Phonemes<br>Syllables in Spoken Words<br><br>**Phonics**<br>Short Vowels *o, u, e*<br>CVC Syllable Pattern | **Fluency**<br>Accuracy: Words in Connected Text<br><br>**High-Frequency Words**<br>*bring, children, comes, do, family, like, make, those, use, with* | **Read Aloud**<br>More Than a Best Friend<br><br>Listening/Speaking: Ask Questions to Clarify Comprehension<br><br>**Speaking and Listening Skill**<br>Answering Questions | **Target/Academic Vocabulary**<br>*remembered, porch, crown, spend, stuck, visit, cousin, piano*<br><br>**Domain-Specific Vocabulary**<br>*conflict, related, siblings, unity, interact*<br><br>**Apply Vocabulary Knowledge**<br>Guide Words<br><br>**Vocabulary Strategies**<br>Using a Glossary | **Spelling Principle**<br>Short Vowels *o, u, e*<br><br>**Spelling Words**<br>**Basic:** *wet, job, hug, rest, spot, mud, left, help, plum, nut, net, hot*<br>**Review:** *get, not*<br>**Challenge:** *lunch, spend* | **Grammar Skill**<br>Simple Sentences<br><br>**How English Works**<br>Text Cohesion | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer Questions<br>**Interpret:** Ask and Answer Questions<br>**Produce:** Write a Speech<br>**How English Works:** Identify and Use Proper Nouns<br>**Vocabulary Network:** Words About Weather | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Friendly Letter<br><br>**Focus Trait**<br>Development<br><br>**Write About Reading**<br>Performance Task |
| **3** | **Anchor Text**<br>Dogs<br>**Genre**: Informational Text<br><br>**Paired Selection**<br>Helping Paws<br>**Genre**: Informational Text<br><br>**Decodable Readers**<br>City Ride<br>Mice Can Race | **Target Skill**<br>Author's Purpose<br><br>**Target Strategy**<br>Analyze/Evaluate<br><br>**Second Read Skill**<br>Compare and Contrast | **Phonemic Awareness**<br>Blend Phonemes<br>Sort Phonemes<br><br>**Phonics**<br>Long Vowels *a, i*<br>Sounds for *c* | **Fluency**<br>Accuracy: Self-Correct<br><br>**High-Frequency Words**<br>*city, full, no, think, other, places, put, school, sing, think, this* | **Read Aloud**<br>Choosing a Pet<br><br>Listening/Speaking: Main Idea and Details, Supporting Details<br><br>**Speaking and Listening Skill**<br>Share an Experience | **Target/Academic Vocabulary**<br>*hairy, litter, canned, clipped, stayed, coat, chews, mammals*<br><br>**Domain-Specific Vocabulary**<br>reproduce, characteristic, canine, adapt<br><br>**Apply Vocabulary Knowledge**<br>Use a Glossary<br><br>**Vocabulary Strategies**<br>Multiple-Meaning Words | **Spelling Principle**<br>Long Vowels *a, i*<br><br>**Spelling Words**<br>**Basic:** *cake, mine, plate, size, ate, grape, prize, wipe, race, line, pile, rake*<br>**Review:** *gave, bike*<br>**Challenge:** *mistake, while* | **Grammar Skill**<br>Kinds of Sentences<br><br>**How English Works**<br>Text Structure | **Language Skills and Strategies**<br>**Collaborate:** Agree or Disagree; Affirm Others<br>**Interpret:** Describe Ideas<br>**Produce:** Write a Story<br>**How English Works:** Link Ideas<br>**Vocabulary Network:** Words About Caring for Dogs | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Sentences That Describe<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task |

JOURNEYS

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonemic Awareness/Phonics** | **Fluency and High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **4** | **Anchor Text**<br>Diary of a Spider<br>**Genre**: Humorous Fiction<br><br>**Paired Selection**<br>A Swallow and a Spider<br>**Genre**: Fable<br><br>**Decodable Readers**<br>A Bed of Roses<br>Swim Like a Frog | **Target Skill**<br>Cause and Effect<br><br>**Target Strategy**<br>Summarize<br><br>**Second Read Skill**<br>Figurative Language | **Phonemic Awareness**<br>Segment, Substitute Phonemes<br>Sort Phonemes<br><br>**Phonics**<br>Long Vowels *o, u, e*<br>Sounds for *g* | **Fluency**<br>Intonation<br><br>**High-Frequency Words**<br>*mind, could, today, play, cheer, hello, read, see, by, hundred* | **Read Aloud**<br>Bats: Beastly or Beautiful?<br><br>Speaking/Listening: Recount Key Ideas | **Target/Academic Vocabulary**<br>*rotten, sticky, insects, scare, judge, screaming, dangerous, breeze*<br><br>**Domain-Specific Vocabulary**<br>*appreciate, compliment, cooperate, peer*<br><br>**Apply Vocabulary Knowledge**<br>Multiple Entries<br><br>**Vocabulary Strategies**<br>Context Clues | **Spelling Principle**<br>Long Vowels *o, u*<br><br>**Spelling Words**<br>**Basic:** *doze, nose, use, rose, pole, close, cute, woke, mule, rode, role, tune*<br>**Review:** *home, joke*<br>**Challenge:** *wrote, ice cube* | **Grammar Skill**<br>What Is a Noun?<br><br>**How English Works**<br>Text Structure | **Language Skills and Strategies**<br>**Collaborate:** Give Instructions; Add Relevant Information<br>**Interpret:** Evaluate Language Choices<br>**Produce:** Prepare a Speech<br>**How English Works:** Connect Ideas<br>**Vocabulary Network:** Words About Friends | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>True Story<br><br>**Focus Trait**<br>Development<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Brainstorming |
| **5** | **Anchor Text**<br>Teacher's Pets<br>**Genre**: Realistic Fiction<br><br>**Paired Selection**<br>See Westburg by Bus!<br>**Genre**: Informational Text<br><br>**Decodable Readers**<br>Flint Cove Clambake<br>The Stop and Spend Sale | **Target Skill**<br>Story Structure<br><br>**Target Strategy**<br>Visualize<br><br>**Second Read Skill**<br>Author's Word Choice | **Phonemic Awareness**<br>Segment Phonemes<br><br>**Phonics**<br>Consonant Blends with *r, l, s* | **Fluency**<br>Phrasing: Punctuation<br><br>**High-Frequency Words**<br>*table, says, little, find, both, cold, long, green, we, eat* | **Read Aloud**<br>Lester<br><br>Speaking/Listening: Recount Beginning, Middle, Ending | **Target/Academic Vocabulary**<br>*share, noticed, suddenly, bursting, noises, wonderful, quiet, sprinkled*<br><br>**Domain-Specific Vocabulary**<br>*community, diagram, suburb*<br><br>**Apply Vocabulary Knowledge**<br>Use A Digital Dictionary<br><br>**Vocabulary Strategies**<br>Base Words and Endings *-ed, -ing* | **Spelling Principle**<br>Consonant Blends with *r, l, s*<br><br>**Spelling Words**<br>**Basic:** *spin, clap, grade, swim, place, last, test, skin, drag, glide, just, stage*<br>**Review:** *slip, drive*<br>**Challenge:** *climb, price* | **Grammar Skill**<br>Singular and Plural Nouns<br><br>**How English Works**<br>Noun Phrases | **Language Skills and Strategies**<br>**Collaborate:** Offering Opinions<br>**Interpret:** Distinguish Effect of Word Choices<br>**Produce:** Write a Short Play<br>**How English Works:** Expand Sentences Using Prepositions<br>**Vocabulary Network:** Words About Community | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>True Story<br><br>**Focus Trait**<br>Organization<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Making a Choice |
| **Performance Task** | **Anchor Text**<br>My Family<br>**Genre:** Informational Text<br><br>**Anchor Text**<br>Dogs<br>**Genre:** Informational Text | | | | | | | **Grammar Review**<br>What Is a Noun?, Types of Sentences | | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Story |

JOURNEYS

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonemic Awareness/Phonics** | **Fluency and High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **6** | **Anchor Text**<br>Animals Building Homes<br>**Genre**: Informational Text<br><br>**Paired Selection**<br>Whose Home Is This?<br>**Genre**: Informational Text<br><br>**Decodable Readers**<br>A Job for Bob<br>Baby Animals | **Target Skill**<br>Text and Graphic Features<br><br>**Target Strategy**<br>Question<br><br>**Second Read Skill**<br>Using Context | **Phonemic Awareness**<br>Identify Phonemes<br><br>**Phonics**<br>Common Final Blends *nd, ng, nk, nt, ft, xt, mp* | **Fluency**<br>Expression<br><br>**High-Frequency Words**<br>*bear, work, animals, know, most, myself, sleep, second, three, she* | **Read Aloud**<br>City Life Is for the Birds<br><br>Speaking/Listening: Ask and Answer Questions | **Target/Academic Vocabulary**<br>*beaks, break, deepest, hang, pond, shaped, winding, branches*<br><br>**Domain-Specific Vocabulary**<br>*habitat, shelter, pasture*<br><br>**Apply Vocabulary Knowledge**<br>Use a Dictionary<br><br>**Vocabulary Strategies**<br>Base Words and Prefixes *un-, re-* | **Spelling Principle**<br>Common Final Blends *nd, ng, nk, nt, ft, xt, mp*<br><br>**Spelling Words**<br>**Basic:** *next, end, camp, sank, sing, drink, hunt, stand, long, stamp, pond, bring*<br>**Review:** *jump, left*<br>**Challenge:** *young, friend* | **Grammar Skill**<br>More Plural Nouns<br><br>**How English Works**<br>Prepositional Phrases | **Language Skills and Strategies**<br>**Collaborate:** Offering Opinions<br>**Interpret:** Distinguish Effects of Language Choices<br>**Produce:** Plan a Presentation<br>**How English Works:** Connect Ideas<br>**Vocabulary Network:** Words About Animal Homes | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Informational Paragraph<br><br>**Focus Trait**<br>Purpose<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Research Starts with a Question |
| **7** | **Anchor Text**<br>The Ugly Vegetables<br>**Genre**: Realistic Fiction<br><br>**Paired Selection**<br>They Really Are GIANT!<br>**Genre**: Informational Text<br><br>**Decodable Readers**<br>Jill and Mack<br>Rabbit's Muffins | **Target Skill**<br>Conclusions<br><br>**Target Strategy**<br>Analyze/Evaluate<br><br>**Second Read Skill**<br>Story Structure | **Phonemic Awareness**<br>Sort Phonemes<br>Identify Medial Phonemes<br><br>**Phonics**<br>Double Consonants and *ck*<br>Double Consonants (CVC) | **Fluency**<br>Accuracy: Connected Text<br><br>**High-Frequency Words**<br>*pictures, air, pretty, told, window, funny, try, he, cried, car* | **Read Aloud**<br>Trouble in the Lily Garden<br><br>Speaking/Listening: Answer Using Complete Sentences<br><br>**Speaking and Listening Skill**<br>Communication Game | **Target/Academic Vocabulary**<br>*blooming, muscles, nodded, plain, scent, shovels, tough, wrinkled*<br><br>**Domain-Specific Vocabulary**<br>*nutrients, seedling, solar energy*<br><br>**Apply Vocabulary Knowledge**<br>Dictionary Skills: Discuss Example Sentences (punctuation and style of sentences)<br><br>**Vocabulary Strategies**<br>Homophones | **Spelling Principle**<br>Double Consonants and *ck*<br><br>**Spelling Words**<br>**Basic:** *dress, spell, class, full, add, neck, stuck, kick, rock, black, trick, doll*<br>**Review:** *will, off*<br>**Challenge:** *across, pocket* | **Grammar Skill**<br>Proper Nouns<br><br>**How English Works**<br>Text Cohesion | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions<br>**Interpret:** Analyze Descriptive Details<br>**Produce:** Write an Explanation<br>**How English Works:** Understand Personal Pronouns<br>**Vocabulary Network:** Words About Gardening | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Informational Paragraph<br><br>**Focus Trait**<br>Organization<br><br>**Write About Reading**<br>Performance Task |
| **8** | **Anchor Text**<br>Super Storms<br>**Genre**: Informational Text<br><br>**Paired Selection**<br>Weather Poems<br>"Night Drumming for Rain"<br>"Who Has Seen the Wind"<br>"Weather"<br>**Genre**: Poetry<br><br>**Decodable Readers**<br>Splish! Splash! Whales<br>Drifting Up, Up, Up | **Target Skill**<br>Main Ideas and Details<br><br>**Target Strategy**<br>Visualize<br><br>**Second Read Skill**<br>Cause and Effect | **Phonemic Awareness**<br>Substitute Phonemes<br>Syllables in Spoken Words<br><br>**Phonics**<br>Consonant Digraphs *th, sh, wh, ch, tch, ph*<br>Base Words and Endings *-s, -ed, -ing* | **Fluency**<br>Rate<br><br>**High-Frequency Words**<br>*few, people, eye, high, my, open, yellow, happy, starts, before* | **Read Aloud**<br>Floods: Dangerous Waters<br><br>Speaking/Listening: Describe Key Details | **Target/Academic Vocabulary**<br>*flash, equal, damage, reach, pounding, prevent, beware, bend*<br><br>**Domain-Specific Vocabulary**<br>*lightning, precipitation, water vapor*<br><br>**Apply Vocabulary Knowledge**<br>Use a Glossary<br><br>**Vocabulary Strategies**<br>Compound Words | **Spelling Principle**<br>Consonant Digraphs *th, sh, wh, ch, tch*<br><br>**Spelling Words**<br>**Basic:** *dish, than, chest, such, thin, push, shine, chase, white, while, these, flash*<br>**Review:** *which, then*<br>**Challenge:** *catch, thumb* | **Grammar Skill**<br>What Is a Verb?<br><br>**How English Works**<br>Text Structure | **Language Skills and Strategies**<br>**Collaborate:** Express Likes and Dislikes; Provide Counterarguments<br>**Interpret:** Listen Actively<br>**Produce:** Plan a Presentation<br>**How English Works:** Recognize and Use Adjectives<br>**Vocabulary Network:** Words About Storms | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Informational Paragraph<br><br>**Focus Trait**<br>Evidence<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Choosing a Research Topic |

JOURNEYS

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonemic Awareness/Phonics** | **Fluency and High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **9** | **Anchor Text**<br>How Chipmunk Got His Stripes<br>**Genre**: Folktale<br><br>**Paired Selection**<br>Why Rabbits Have Short Tails<br>**Genre**: Traditional Tale<br><br>**Decodable Readers**<br>Maybe So<br>Racing Away! | **Target Skill**<br>Understanding Characters<br><br>**Target Strategy**<br>Summarize<br><br>**Second Read Skill**<br>Author's Word Choice | **Phonemic Awareness**<br>Add Phonemes<br>Syllables in Spoken Words<br><br>**Phonics**<br>Base Words and Endings *-ed, -ing*<br>CV Syllable Pattern | **Fluency**<br>Phrasing: Punctuation<br><br>**High-Frequency Words**<br>*kept, would, afraid, own, show, might, why, many, for, dark* | **Read Aloud**<br>On Thin Ice<br><br>Speaking/Listening: Recount Key Details<br><br>**Speaking and Listening Skill**<br>Listen to Compare and Contrast | **Target/Academic Vocabulary**<br>*curled, direction, healed, height, toward, tunnel, tease, brag*<br><br>**Domain-Specific Vocabulary**<br>*tradition, culture, literature*<br><br>**Apply Vocabulary Knowledge**<br>Use a Digital Dictionary<br><br>**Vocabulary Strategies**<br>Synonyms | **Spelling Principle**<br>Base Words with Endings *-ed* and *-ing*<br><br>**Spelling Words**<br>**Basic:** *liked, using, riding, chased, spilled, making, closed, hoping, baked, hiding, standing, asked*<br>**Review:** *mixed, sleeping*<br>**Challenge:** *teasing, knocking* | **Grammar Skill**<br>Verbs in the Present<br><br>**How English Works**<br>Verb Types | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions<br>**Interpret:** Describe Text Elements<br>**Produce:** Write a Retelling<br>**How English Works:** Use Verbs *Was* and *Were*<br>**Vocabulary Network:** Words About Stories | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Instructions<br><br>**Focus Trait**<br>Purpose<br><br>**Write About Reading**<br>Performance Task |
| **10** | **Anchor Text**<br>Jellies: The Life of Jellyfish<br>**Genre**: Informational Text<br><br>**Paired Selection**<br>Splash Photography<br>**Genre**: Informational Text<br><br>**Decodable Readers**<br>Let's Have Fun<br>I'm Going to Win | **Target Skill**<br>Fact and Opinion<br><br>**Target Strategy**<br>Monitor/Clarify<br><br>**Second Read Skill**<br>Author's Purpose | **Phonemic Awareness**<br>Add and Delete Phonemes<br><br>**Phonics**<br>Contractions | **Fluency**<br>Stress<br><br>**High-Frequency Words**<br>*really, you, because, right, go, they, was, me, old, better* | **Read Aloud**<br>Sharks on the Run!<br><br>Speaking/Listening: Ask for Clarification; Ask and Answer Questions<br><br>**Speaking and Listening Skill**<br>Have a Conversation | **Target/Academic Vocabulary**<br>*decide, disgusting, drift, millions, simple, wrapped, choices, weaker*<br><br>**Domain-Specific Vocabulary**<br>oceanography, gulf, current<br><br>**Apply Vocabulary Knowledge**<br>Use a Thesaurus<br><br>**Vocabulary Strategies**<br>Base Words and Suffixes *-er, -est* | **Spelling Principle**<br>Contractions<br><br>**Spelling Words**<br>**Basic:** *I'm, don't, isn't, can't, we'll, it's, I've, didn't, you're, that's, wasn't, you've*<br>**Review:** *us, them*<br>**Challenge:** *they're, wouldn't* | **Grammar Skill**<br>Verbs in the Present, Past, and Future<br><br>**How English Works**<br>Connecting Ideas | **Language Skills and Strategies**<br>**Collaborate:** Adapt Language Choices<br>**Interpret:** Analyze Descriptive Details<br>**Produce:** Write an Explanation<br>**How English Works:** Expand Sentences with Prepositions<br>**Vocabulary Network:** Words About Ocean Animals | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Instructions<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task |
| **Performance Task** | **Anchor Text**<br>Animals Building Homes<br>**Genre:** Informational Text<br><br>**Anchor Text**<br>Jellies: The Life of Jellyfish<br>**Genre:** Informational Text | | | | | | | **Grammar Review**<br>More Plural Nouns, Types of Sentences | | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Informational Paragraph |
| **Extended Reading** | **Trade Book**<br>Poppleton in Winter<br>**Genre**: Fantasy | **Target Strategies**<br>Infer/Predict<br>Question | | **Fluency**<br>Accuracy, Self-Correction | **Read Aloud**<br>Our Sleigh<br><br>**Collaborative Project**<br>Winter Weather Museum Display: Group Discussion | **Content Vocabulary Words**<br>*icicle, proud, picket, certainly, melted, bust, clay, molding, sleigh, midnight*<br><br>**Domain-Specific Vocabulary**<br>snowdrift, fleece, scarf, footprints | **Integrated Language Arts Review**<br>Spelling Principles Review | **Integrated Language Arts Review**<br>Simple Sentences, Nouns, Types of Sentences, Subjects and Predicates, Verbs | **Language Skills and Strategies**<br>**Collaborate:** Adapt Language Choices<br>**Interpret:** Analyze Text Elements; Evaluate Language Choices<br>**Produce:** Write a Story; Plan a Readers' Theater<br>**How English Works:** Use Verb Phrases with Helping Verbs; Expand Noun Phrases to Add Details<br>**Vocabulary Network** | **Collaborative Project**<br>Winter Weather Museum Display<br><br>**Write About Media**<br><br>**Write About Reading** |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonemic Awareness/Phonics** | **Fluency and High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **11** | **Anchor Text**<br>Click, Clack, Moo: Cows That Type<br>**Genre**: Humorous Fiction<br><br>**Paired Selection**<br>Talk About Smart Animals!<br>**Genre**: Informational Text<br><br>**Decodable Readers**<br>Jess Makes Gifts<br>Cooking with Mom Fox | **Target Skill**<br>Conclusions<br><br>**Target Strategy**<br>Infer/Predict<br><br>**Second Read Skill**<br>Author's Word Choice | **Phonemic Awareness**<br>Syllables in Spoken Words<br><br>**Phonics**<br>Base Words and Endings *-s, -es* | **Fluency**<br>Expression<br><br>**High-Frequency Words**<br>*another, heard, some, kind, light, hard, more, grow, far, to* | **Read Aloud**<br>Don't Play Cards with a Dog in the Room!<br><br>Speaking/Listening: Answer questions to deepen understanding<br><br>**Speaking and Listening Skill**<br>A Class Discussion | **Target/Academic Vocabulary**<br>*problem, impossible, understand, impatient, furious, demand, gathered, believe*<br><br>**Domain-Specific Vocabulary**<br>*notify, announce, companion*<br><br>**Apply Vocabulary Knowledge**<br>Guide Words<br><br>**Vocabulary Strategies**<br>Prefixes *pre-* and *mis-* | **Spelling Principle**<br>Base Words with Endings *-s, -es*<br><br>**Spelling Words**<br>**Basic:** *hens, eggs, ducks, bikes, boxes, wishes, dresses, names, bells, stamps, dishes, grapes*<br>**Review:** *jets, frogs*<br>**Challenge:** *stitches, fences* | **Grammar Skill**<br>Compound Sentences<br><br>**How English Works**<br>Condensing Ideas | **Language Skills and Strategies**<br>**Collaborate:** Adapt Language Choices<br>**Interpret:** Analyze Language Choices<br>**Produce:** Write an Exposition<br>**How English Works:** Connect Ideas<br>**Vocabulary Network:** Words About People and Animals | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Persuasive Letter<br><br>**Focus Trait**<br>Purpose<br><br>**Write About Reading**<br>Performance Task |
| **12** | **Anchor Text**<br>Ah, Music!<br>**Genre**: Informational Text<br><br>**Paired Selection**<br>"There's a Hole at the Bottom of the Sea"<br>**Genre**: Song<br><br>**Decodable Readers**<br>Trains<br>The Waiting Game | **Target Skill**<br>Text and Graphic Features<br><br>**Target Strategy**<br>Question<br><br>**Second Read Skill**<br>Fact and Opinion | **Phonemic Awareness**<br>Substitute Phonemes<br><br>**Phonics**<br>Vowel Digraphs *ai, ay* | **Fluency**<br>Rate: Adjust Rate to Purpose<br><br>**High-Frequency Words**<br>*along, against, someone, night, part, morning, hold, bird, different, girl* | **Read Aloud**<br>Music in the Snow<br><br>Speaking and Listening: Identify Setting; Understand Characters | **Target/Academic Vocabulary**<br>*vibration, concentrate, relieved, creative, performance, tune, expression, volume*<br><br>**Domain-Specific Vocabulary**<br>*pitch, percussion, creativity*<br><br>**Apply Vocabulary Knowledge**<br>Use a Digital Dictionary<br><br>**Vocabulary Strategies**<br>Idioms | **Spelling Principle**<br>Words with *ai, ay*<br><br>**Spelling Words**<br>**Basic:** *pay, wait, paint, train, pail, clay, tray, plain, stain, hay, gray, away*<br>**Review:** *stay, day*<br>**Challenge:** *raisin, birthday* | **Grammar Skill**<br>Expanding/Rearranging Compound Sentences<br><br>**How English Works**<br>Text Cohesion | **Language Skills and Strategies**<br>**Collaborate:** Ask for Assistance or Permission; Follow Turn-Taking Rules<br>**Interpret:** Analyze Language Choices<br>**Produce:** Prepare a Presentation<br>**How English Works:** Condense Ideas<br>**Vocabulary Network:** Words About Music | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Opinion Paragraph<br><br>**Focus Trait**<br>Organization<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Choose Appropriate Sources |
| **13** | **Anchor Text**<br>Schools Around the World<br>**Genre**: Informational Text<br><br>**Paired Selection**<br>An American School<br>**Genre**: Informational Text<br><br>**Decodable Readers**<br>The Shell Sheep<br>Reef Sees the Wide World | **Target Skill**<br>Main Idea and Details<br><br>**Target Strategy**<br>Analyze/Evaluate<br><br>**Second Read Skill**<br>Text and Graphic Features | **Phonemic Awareness**<br>Match Phonemes<br><br>**Phonics**<br>Vowel Digraphs *ee, ea* | **Fluency**<br>Accuracy: Self-Correct<br><br>**High-Frequency Words**<br>*story, world, about, everything, first, store, her, two, slowly, of* | **Read Aloud**<br>One-Room Schoolhouse<br><br>Speaking/Listening: Answer in Complete Sentences<br><br>**Speaking and Listening Skill**<br>Retelling Main Ideas | **Target/Academic Vocabulary**<br>*culture, community, languages, transportation, subjects, lessons, special, wear*<br><br>**Domain-Specific Vocabulary**<br>*education, public, schedule, tutor*<br><br>**Apply Vocabulary Knowledge**<br>Use a Glossary<br><br>**Vocabulary Strategies**<br>Using a Dictionary | **Spelling Principle**<br>Words with *ee, ea*<br><br>**Spelling Words**<br>**Basic:** *free, teach, teeth, please, beach, wheel, team, speak, sneeze, sheep, meaning, weave*<br>**Review:** *eat, read*<br>**Challenge:** *between, reason* | **Grammar Skill**<br>Quotation Marks<br><br>**How English Works**<br>Prepositional Phrases | **Language Skills and Strategies**<br>**Collaborate:** Respond Using Gestures, Words, Phrases; Ask Relevant Questions<br>**Interpret:** Identify Text Elements: Main Ideas and Details<br>**Produce:** Write a Retelling<br>**How English Works:** Use Personal Pronouns<br>**Vocabulary Network:** Words About Schools | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Persuasive Paragraph<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonemic Awareness/Phonics** | **Fluency and High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **14** | **Anchor Text**<br>Helen Keller<br>**Genre**: Biography<br><br>**Paired Selection**<br>Talking Tools<br>**Genre**: Informational Text<br><br>**Decodable Readers**<br>Bill E. Goat and Wise Crow<br>Mud Bugs | **Target Skill**<br>Author's Purpose<br><br>**Target Strategy**<br>Summarize<br><br>**Second Read Skill**<br>Genre: Biography | **Phonemic Awareness**<br>Segment Phonemes<br><br>**Phonics**<br>Long *o* (*o, oa, ow*) | **Fluency**<br>Natural Pauses<br><br>**High-Frequency Words**<br>*front, hair, warm, started, stories, never, all, food, sky, party* | **Read Aloud**<br>Whale of a Lesson<br><br>Speaking/Listening: Describe Key Ideas | **Target/Academic Vocabulary**<br>*curious, imitated, knowledge, motion, silence, illness, darkness, behavior*<br><br>**Domain-Specific Vocabulary**<br>*nonverbal, communicate, visual*<br><br>**Apply Vocabulary Knowledge**<br>Use a Dictionary<br><br>**Vocabulary Strategy**<br>Suffix *-ly* | **Spelling Principle**<br>Long *o (o, oa, ow)*<br><br>**Spelling Words**<br>**Basic:** *own, most, soap, float, both, know, loan, goat, flow, loaf, throw, coach*<br>**Review:** *so, grow*<br>**Challenge:** *swallow, ocean* | **Grammar Skill**<br>Using Proper Nouns<br><br>**How English Works**<br>Noun Phrases | **Language Skills and Strategies**<br>**Collaborate:** Express Feelings and Needs; Ask Relevant Questions<br>**Interpret:** Listen Actively<br>**Produce:** Plan a Presentation<br>**How English Works:** Use Verb Tenses to Convey Time<br>**Vocabulary Network:** Words About Communication | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Persuasive Essay<br><br>**Focus Trait**<br>Purpose<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>A Simple Science Experiment |
| **15** | **Anchor Text**<br>Officer Buckle and Gloria<br>**Genre**: Humorous Fiction<br><br>**Paired Selection**<br>Safety at Home<br>**Genre**: Readers' Theater<br><br>**Decodable Readers**<br>What Does It Say?<br>In the Grove | **Target Skill**<br>Cause and Effect<br><br>**Target Strategy**<br>Monitor/Clarify<br><br>**Second Read Skill**<br>Humor | **Phonemic Awareness**<br>Syllables in Spoken Words<br><br>**Phonics**<br>Compound Words<br>Schwa Vowel Sound | **Fluency**<br>Accuracy: Connected Text<br><br>**High-Frequency Words**<br>*ever, care, thought, over, off, small, new, book, live, after* | **Read Aloud**<br>Adventures at Scout Camp<br><br>Speaking/Listening: Ask Questions to Clarify Comprehension<br><br>**Speaking and Listening Skill**<br>Summarize | **Target/Academic Vocabulary**<br>*attention, buddy, obeys, speech, enormous, safety, shocked, station*<br><br>**Domain-Specific Vocabulary**<br>*risk, protection, hazard, inform*<br><br>**Apply Vocabulary Knowledge**<br>Determine Pronunciation<br><br>**Vocabulary Strategy**<br>Root Words | **Spelling Principle**<br>Compound Words<br><br>**Spelling Words**<br>**Basic:** *cannot, pancake, maybe, baseball, playground, someone, myself, classroom, sunshine, outside, upon, nothing*<br>**Review:** *into, inside*<br>**Challenge:** *nobody, everywhere* | **Grammar Skill**<br>Abbreviations<br><br>**How English Works**<br>Text Structure | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer Questions; Add Relevant Information<br>**Interpret:** Describe Ideas, Phenomena, and Text Elements<br>**Produce:** Write an Explanation<br>**How English Works:** Expand Noun Phrases with Adjectives<br>**Vocabulary Network:** Words About Safety | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Persuasive Essay<br><br>**Focus Trait**<br>Organization<br><br>**Write About Reading**<br>Performance Task |
| **Performance Task** | **Anchor Text**<br>Ah, Music!<br>**Genre:** Informational Text<br><br>**Anchor Text**<br>Schools Around the World<br>**Genre:** Informational Text | | | | | | | **Grammar Review**<br>Compound Sentences, Using Proper Nouns | | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Opinion Essay |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonemic Awareness/Phonics** | **Fluency and High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **16** | **Anchor Text**<br>Mr. Tanen's Tie Trouble<br>**Genre**: Realistic Fiction<br><br>**Paired Selection**<br>The Jefferson Daily News<br>**Genre**: Informational Text<br><br>**Decodable Readers**<br>Beep! Beep!<br>We Helped | **Target Skill**<br>Story Structure<br><br>**Target Strategy**<br>Infer/Predict<br><br>**Second Read Skill**<br>Understanding Characters | **Phonemic Awareness**<br>Syllables in Spoken Words<br><br>**Phonics**<br>Base Words and Endings *-ed, -ing* | **Fluency**<br>Rate<br><br>**High-Frequency Words**<br>*gone, said, something, fly, also, saw, look, horse, river, have* | **Read Aloud**<br>A Better Way to Save<br><br>Speaking/Listening:<br>Recount Characters and Plot Details | **Target/Academic Vocabulary**<br>*received, account, budget, disappointed, chuckled, staring, repeated, fund*<br><br>**Domain-Specific Vocabulary**<br>*duties, citizen, responsibility*<br><br>**Apply Vocabulary Knowledge**<br>*Use a Digital Dictionary*<br><br>**Vocabulary Strategies**<br>Homographs | **Spelling Principle**<br>Base Words with Endings *-ed, -ing*<br><br>**Spelling Words**<br>**Basic:** *running, clapped, stopped, hopping, batted, selling, pinned, cutting, sitting, rubbed, missed, grabbed*<br>**Review:** *mixed, going*<br>**Challenge:** *wrapped, swelling* | **Grammar Skill**<br>Pronouns<br><br>**How English Works**<br>Verb Tenses | **Language Skills and Strategies**<br>**Collaborate:** Apologize; Add Relevant Information; Build on Responses<br>**Interpret:** Evaluate Language Choices<br>**Produce:** Plan a Speech<br>**How English Works:** Modify Sentences to Provide Detail<br>**Vocabulary Network:** Words About Helping Friends | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Story Paragraph<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Create Audio Recordings |
| **17** | **Anchor Text**<br>Luke Goes to Bat<br>**Genre**: Realistic Fiction<br><br>**Paired Selection**<br>Jackie Robinson<br>**Genre**: Informational Text<br><br>**Decodable Readers**<br>Bright Lights<br>Wild Cats | **Target Skill**<br>Sequence of Events<br><br>**Target Strategy**<br>Visualize<br><br>**Second Read Skill**<br>Formal and Informal Language | **Phonemic Awareness**<br>Segment Phonemes<br><br>**Phonics**<br>Long *i (i, igh, y)* | **Fluency**<br>Stress<br><br>**High-Frequency Words**<br>*doing, sure, else, turned, blue, room, teacher, any, studied, carry* | **Read Aloud**<br>The Crowd Roared!<br><br>Speaking/Listening:<br>Answer Using Complete Sentences | **Target/Academic Vocabulary**<br>*practice, hurried, position, roared, extra, curb, cheered, final*<br><br>**Domain-Specific Vocabulary**<br>*determined, morals, respect*<br><br>**Apply Vocabulary Knowledge**<br>*Multiple Entries*<br><br>**Vocabulary Strategies**<br>Antonyms | **Spelling Principle**<br>Long *i (i, igh, y)*<br><br>**Spelling Words**<br>**Basic:** *night, kind, spy, child, light, find, right, high, wild, July, fry, sigh*<br>**Review:** *by, why*<br>**Challenge:** *behind, lightning* | **Grammar Skill**<br>Subject-Verb Agreement<br><br>**How English Works**<br>Prepositional Phrases | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer Questions; Listen Attentively<br>**Interpret:** Analyze Language Choices<br>**Produce:** Write an Informational Report<br>**How English Works:** Use Conjunctions to Connect Ideas<br>**Vocabulary Network:** Words About Overcoming Problems | **Writing Mode**<br>Narrative Writing<br><br>**Writing form**<br>Story Paragraph<br><br>**Focus Trait**<br>Development<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Compare and Contrast Media Messages |
| **18** | **Anchor Text**<br>My Name Is Gabriela<br>**Genre**: Biography<br><br>**Paired Selection**<br>Poems About Reading and Writing<br>**Genre**: Poetry<br><br>**Decodable Readers**<br>Bunny and the Penny Puppies | **Target Skill**<br>Understanding Characters<br><br>**Target Strategy**<br>Analyze/Evaluate<br><br>**Second Read Skill**<br>Author's Word Choice | **Phonemic Awareness**<br>Blending Phonemes<br>Identify Sound Placement<br><br>**Phonics**<br>Long *e* Sound for *y*<br>Changing *y* to *i* | **Fluency**<br>Expression<br><br>**High-Frequency Words**<br>*words, mother, friends, under, draw, watch, always, soon, anything, been* | **Read Aloud**<br>Doctor Salk's Treasure<br><br>Speaking/Listening:<br>Describe Key Details<br><br>**Speaking and Listening Skill**<br>Recount an Experience | **Target/Academic Vocabulary**<br>*accepted, express, fluttering, grand, pretend, prize, wonder, taught*<br><br>**Domain-Specific Vocabulary**<br>*print, journalist, exchange, publish*<br><br>**Apply Vocabulary Knowledge**<br>*Use a Dictionary*<br><br>**Vocabulary Strategies**<br>Suffixes *-y* and *–ful* | **Spelling Principle**<br>Long *e* Spelled *y*<br><br>**Spelling Words**<br>**Basic:** *happy, pretty, baby, very, puppy, funny, carry, lucky, only, sunny, penny, city*<br>**Review:** *tiny, many*<br>**Challenge:** *sorry, noisy* | **Grammar Skill**<br>The Verb *Be*<br><br>**How English Works**<br>Verb Types | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions<br>**Interpret:** Distinguish Effects of Language Choice<br>**Produce:** Plan a Presentation<br>**How English Works:** Use Conjunctions to Condense Ideas<br>**Vocabulary Network:** Words About Reading and Writing | **Writing Mode**<br>Narrative Writing<br><br>**Writing form**<br>Descriptive Paragraph<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task |

JOURNEYS

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonemic Awareness/Phonics** | **Fluency and High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **19** | **Anchor Text**<br>The Signmaker's Assistant<br>**Genre**: Humorous Fiction<br><br>**Paired Selection**<br>The Trouble with Signs<br>**Genre**: Play<br><br>**Decodable Readers**<br>Darling Starling<br>Going to the Farm | **Target Skill**<br>Text and Graphic Features<br><br>**Target Strategy**<br>Question<br><br>**Second Read Skill**<br>Point of View | **Phonemic Awareness**<br>Substitute Phonemes<br><br>**Phonics**<br>Words with *ar* | **Fluency**<br>Phrasing: Punctuation<br><br>**High-Frequency Words**<br>*didn't, I'll, please, talk, good, is, are, baby, too, sound* | **Read Aloud**<br>Wild Friends, Wow!<br><br>Speaking/Listening: Ask Questions to Clarify Comprehension<br><br>**Speaking and Listening Skill**<br>Matching Game: Synonyms | **Target/Academic Vocabulary**<br>*assistant, agreed, polite, failed, tearing, wisdom, trouble, cleared*<br><br>**Domain-Specific Vocabulary**<br>*advertise, announcement, post, beacon*<br><br>**Apply Vocabulary Knowledge**<br>Use a Glossary<br><br>**Vocabulary Strategies**<br>Shades of Meaning | **Spelling Principle**<br>Words with *ar*<br><br>**Spelling Words**<br>**Basic:** *car, dark, arm, star, park, yard, party, hard, farm, start, part, spark*<br>**Review:** *art, jar*<br>**Challenge:** *carpet, apartment* | **Grammar Skill**<br>Commas in Dates and Places<br><br>**How English Works**<br>Condensing Ideas | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions<br>**Interpret:** Understand Text Elements<br>**Produce:** Write a Description<br>**How English Works:** Understand Text Structure<br>**Vocabulary Network:** Words About Signs | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Fictional Story<br><br>**Focus Trait**<br>Organization<br><br>**Write About Reading**<br>Performance Task |
| **20** | **Anchor Text**<br>Dex: The Heart of a Hero<br>**Genre**: Fantasy<br><br>**Paired Selection**<br>Heroes Then and Now<br>**Genre**: Informational Text<br><br>**Decodable Readers**<br>A Sporty Game<br>My Story | **Target Skill**<br>Compare and Contrast<br><br>**Target Strategy**<br>Monitor/Clarify<br><br>**Second Read Skill**<br>Figurative Language | **Phonemic Awareness**<br>Substitute Phonemes<br><br>**Phonics**<br>Words with *or, ore* | **Fluency**<br>Intonation<br><br>**High-Frequency Words**<br>*being, ready, I've, tall, stood, very, ground, laugh, begins, flower* | **Read Aloud**<br>Ordinary Heroes<br><br>Speaking/Listening: Answer Questions to Clarify Comprehension<br><br>**Speaking and Listening Skill**<br>Compare and Contrast | **Target/Academic Vocabulary**<br>*depended, overlooked, sprang, studied, gazing, hero, exercise, sore*<br><br>**Domain-Specific Vocabulary**<br>*charity, grant, improve, figure*<br><br>**Apply Vocabulary Knowledge**<br>Dictionary Skills: Discuss Example Sentences (punctuation and style of sentences)<br><br>**Vocabulary Strategies**<br>Prefix *over-* | **Spelling Principle**<br>Words with *or, ore*<br><br>**Spelling Words**<br>**Basic:** *horn, story, fork, score, store, corn, morning, shore, short, born, tore, forget*<br>**Review:** *for, more*<br>**Challenge:** *report, force* | **Grammar Skill**<br>Commas in a Series<br><br>**How English Works**<br>Connecting Ideas | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions<br>**Interpret:** Ask and Answer Questions<br>**Produce:** Plan a Presentation<br>**How English Works:** Use Possessive Pronouns<br>**Vocabulary Network:** Words About Heroes | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Fictional Story<br><br>**Focus Trait**<br>Organization<br><br>**Write About Reading**<br>Performance Task |
| **Performance Task** | **Anchor Text**<br>My Name Is Gabriela<br>**Genre:** Biography<br><br>**Paired Selection**<br>Heroes Then and Now<br>**Genre:** Informational Text | | | | | | | **Grammar Review**<br>Pronouns | | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Story |
| **Extended Reading** | **Trade Book**<br>Where Do Polar Bears Live?<br>**Genre**: Informational Text | **Target Strategies**<br>Monitor/Clarify<br>Question<br>Analyze/Evaluate | | **Fluency**<br>Expression | **Read Aloud**<br>Dakota's Polar Adventure<br><br>**Collaborative Project**<br>Polar Bear Photo Gallery: Present | **Content Vocabulary Words**<br>*den, cub, Arctic, survive, tundra, lemming, seaweed, fierce, extinct*<br><br>**Domain-Specific Vocabulary**<br>*adapt, insulate, region* | **Integrated Language Arts Review**<br>Spelling Principles Review | **Integrated Language Arts Review**<br>Nouns, Subject-Verb Agreement, The Verb *be* | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer *wh-* Questions; Build on Responses; Negotiate with Others in Conversations<br>**Interpret:** Analyze Language Choices<br>**Produce:** Write an Information Report; Plan a Presentation<br>**How English Works:** Expand Sentences with Prepositions; Expand Noun Phrases with Adjectives<br>**Vocabulary Network** | **Collaborative Project**<br>Polar Bear Photo Gallery<br><br>**Write About Media**<br><br>**Write About Reading** |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonemic Awareness/Phonics** | **Fluency and High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **21** | **Anchor Text**<br>Penguin Chick<br>**Genre**: Narrative Nonfiction<br><br>**Paired Selection**<br>Emperor Penguins<br>**Genre**: Informational Text<br><br>**Decodable Readers**<br>Mustangs<br>Time to Move | **Target Skill**<br>Main Idea and Details<br><br>**Strategy**<br>Infer/Predict<br><br>**Second Read Skill**<br>Cause and Effect | **Phonemic Awareness**<br>Substitute Phonemes<br><br>**Phonics**<br>Words with *er*<br>Words with *ir, ur* | **Fluency**<br>Phrasing: Natural Pauses<br><br>**High-Frequency Words**<br>*nothing, move, across, took, house, voice, behind, one, how, out* | **Read Aloud**<br>From Duckling to Duck<br><br>Speaking/Listening: Describe Key Ideas and Details | **Target/Academic Vocabulary**<br>*finally, junior, otherwise, slippery, steer, waterproof, webbed, whistle*<br><br>**Domain-Specific Vocabulary**<br>*development, life cycle, climate*<br><br>**Apply Vocabulary Knowledge**<br>Use a Thesaurus<br><br>**Vocabulary Strategies**<br>Dictionary Entry | **Spelling Principle**<br>Words with *er*<br><br>**Spelling Words**<br>**Basic:** *father, over, under, herd, water, verb, paper, cracker, offer, cover, germ, master*<br>**Review:** *fern, ever*<br>**Challenge:** *remember, feather* | **Grammar Skill**<br>What Is an Adjective?<br><br>**How English Works**<br>Verb Tenses | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions<br>**Interpret:** Describe Ideas<br>**Produce:** Write a Story<br>**How English Works:** Recognize Past Tense Verbs with *-ed*<br>**Vocabulary Network:** Words About Animal Families | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Problem-Solution Paragraph<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Research Another Arctic Animal |
| **22** | **Anchor Text**<br>Gloria Who Might Be My Best Friend<br>**Genre**: Realistic Fiction<br><br>**Paired Selection**<br>How to Make a Kite<br>**Genre**: Informational Text<br><br>**Decodable Readers**<br>What's That?<br>Get Smarter! | **Target Skill**<br>Understanding Characters<br><br>**Strategy**<br>Question<br><br>**Second Read Skill**<br>Figurative Language | **Phonemic Awareness**<br>Rhyme and Meaning<br>Syllables in Spoken Words<br><br>**Phonics**<br>Homophones<br>Base Words and Endings *-er, -est* | **Fluency**<br>Accuracy: Self-Correct<br><br>**High-Frequency Words**<br>*floor, toward, what's, found, boy, everyone, field, does, their, into* | **Read Aloud**<br>The Middle Seat<br><br>Speaking/Listening: Ask Questions to Clarify Comprehension<br><br>**Speaking and Listening Skill**<br>Explain the Steps of a Procedure | **Target/Academic Vocabulary**<br>*lonely, seriously, copy, heavily, planning, answered, guessed, knot*<br><br>**Domain-Specific Vocabulary**<br>*force, flight, pressure*<br><br>**Apply Vocabulary Knowledge**<br>*Use a Print Dictionary*<br><br>**Vocabulary Strategies**<br>Idioms | **Spelling Principle**<br>Homophones<br><br>**Spelling Words**<br>**Basic:** *meet, meat, week, weak, mane, main, tail, tale, be, bee, too, two*<br>**Review:** *sea, see*<br>**Challenge:** *threw, through* | **Grammar Skill**<br>Using Adjectives<br><br>**How English Works**<br>Noun Phrases | **Language Skills and Strategies**<br>**Collaborate:** Greet; Provide Counterarguments<br>**Interpret:** Evaluate Language Choices<br>**Produce:** Plan a Speech<br>**How English Works:** Recognize and Use Irregular Plural Nouns<br>**Vocabulary Network:** Words About Making Friends | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Compare and Contrast Paragraph<br><br>**Focus Trait**<br>Evidence<br><br>**Write About Reading**<br>Performance Task |
| **23** | **Anchor Text**<br>The Goat in the Rug<br>**Genre**: Narrative Nonfiction<br><br>**Paired Selection**<br>Basket Weaving<br>**Genre**: Informational Text<br><br>**Decodable Readers**<br>Fraidy Cat<br>Bugs in Action | **Target Skill**<br>Conclusions<br><br>**Strategy**<br>Summarize<br><br>**Second Read Skill**<br>Sequence of Events | **Phonemic Awareness**<br>Syllables in Spoken Words<br><br>**Phonics**<br>Suffixes *-y, -ly, -ful*<br>Final Stable Syllables *-tion, -ture* | **Fluency**<br>Rate: Adjust Rate to Purpose<br><br>**High-Frequency Words**<br>*knew, idea, though, down, four, give, great, large, write, coming* | **Read Aloud**<br>Nothing But a Quilt<br><br>Speaking/Listening: Recount Most Important Details | **Target/Academic Vocabulary**<br>*sharpening, spinning, strands, weave, yarn, dye, duplicated, delicious*<br><br>**Domain-Specific Vocabulary**<br>craft, fiber, loom, textile<br><br>**Apply Vocabulary Knowledge**<br>Use a Glossary<br><br>**Vocabulary Strategies**<br>Compound Words | **Spelling Principle**<br>Suffixes *-ly, -ful*<br><br>**Spelling Words**<br>**Basic:** *helpful, sadly, hopeful, thankful, slowly, wishful, kindly, useful, safely, painful, mouthful, weakly*<br>**Review:** *jumped, saying*<br>**Challenge:** *quickly, wonderful* | **Grammar Skill**<br>Irregular Verbs<br><br>**How English Works**<br>Text Structure | **Language Skills and Strategies**<br>**Collaborate:** Adapt Language Choices<br>**Interpret:** Analyze Language Choices<br>**Produce:** Write a Response<br>**How English Works:** Expand Sentences to Provide Detail<br>**Vocabulary Network:** Words About Art | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Informational Paragraph<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Using Digital Visual Aids |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonemic Awareness/Phonics** | **Fluency and High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **24** | **Anchor Text**<br>Half-Chicken<br>**Genre**: Folktale<br><br>**Paired Selection**<br>The Lion and the Mouse<br>**Genre**: Traditional Tale<br><br>**Decodable Readers**<br>The Unreal Party<br>Knick and Knack | **Target Skill**<br>Cause and Effect<br><br>**Target Strategy**<br>Visualize<br><br>**Second Read Skill**<br>Point of View | **Phonemic Awareness**<br>Syllables in Spoken Words<br>Segment Phonemes<br><br>**Phonics**<br>Prefixes *re-, un-, over-, pre-, mis-*<br>Silent Consonants | **Fluency**<br>Expression<br><br>**High-Frequency Words**<br>*earth, away, brothers, brown, without, here, learning, began, surprised, there* | **Read Aloud**<br>Tiger in the Water: A Folktale from Malaysia<br><br>Speaking/Listening: Answer Questions to Clarify Comprehension<br><br>**Speaking and Listening Skill**<br>Compare Two Stories | **Target/Academic Vocabulary**<br>*tumbling, flung, tangled, empty, peacefully, stream, blazed, swift*<br><br>**Domain-Specific Vocabulary**<br>*customs, classic, honor*<br><br>**Apply Vocabulary Knowledge**<br>Determine Part of Speech<br><br>**Vocabulary Strategies**<br>Antonyms | **Spelling Principle**<br>Prefixes *re-, un-*<br><br>**Spelling Words**<br>**Basic:** *unhappy, retell, untangle, unkind, repaint, refill, unlike, remake, unpack, reread, unlock, replay*<br>**Review:** *read, happy*<br>**Challenge:** *rewrite, overheard* | **Grammar Skill**<br>Irregular Action Verbs<br><br>**How English Works**<br>Condensing Ideas | **Language Skills and Strategies**<br>**Collaborate:** Adapt Language Choices<br>**Interpret:** Distinguish Effects of Language Choices<br>**Produce:** Plan a Presentation<br>**How English Works:** Create Compound Sentences<br>**Vocabulary Network:** Words About Fire and Wind | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Research Report<br><br>**Focus Trait**<br>Evidence<br><br>**Write About Reading**<br>Performance Task |
| **25** | **Anchor Text**<br>From Seed to Plant<br>**Genre**: Informational Text<br><br>**Paired Selection**<br>Super Soil<br>**Genre**: Informational Text<br><br>**Decodable Readers**<br>A Spring Walk<br>The Softball Game | **Target Skill**<br>Text and Graphic Features<br><br>**Target Strategy**<br>Monitor/Clarify<br><br>**Second Read Skill**<br>Cause and Effect | **Phonemic Awareness**<br>Substitute Phonemes<br><br>**Phonics**<br>Words with *au, aw, al, o, a* | **Fluency**<br>Phrasing: Punctuation<br><br>**High-Frequency Words**<br>*through, young, leaves, ball, our, done, hear, learn, were, only* | **Read Aloud**<br>Johnny Appleseed and His Apples<br><br>Speaking/Listening: Ask and Answer Questions About What a Speaker Says<br><br>**Speaking and Listening Skill**<br>Steps in a Process | **Target/Academic Vocabulary**<br>*pod, soak, shoot, root, nutrition, tasty, soften, grain*<br><br>**Domain-Specific Vocabulary**<br>*process, bud, sprout*<br><br>**Apply Vocabulary Knowledge**<br>Use a Digital Dictionary<br><br>**Vocabulary Strategies**<br>Using Context | **Spelling Principle**<br>Words with *aw, al, o*<br><br>**Spelling Words**<br>**Basic:** *tall, saw, dog, draw, call, fall, soft, paw, ball, yawn, log, small*<br>**Review:** *all, walk*<br>**Challenge:** *awful, wallpaper* | **Grammar Skill**<br>More Irregular Action Verbs<br><br>**How English Works**<br>Verb Types | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer Questions<br>**Interpret:** Analyze Sequence Cues<br>**Produce:** Write a Summary<br>**How English Works:** Condense Clauses<br>**Vocabulary Network:** Words About Plant Life Cycles | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Research Report<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task |
| **Performance Task** | **Anchor Text**<br>Gloria Who Might Be My Best Friend<br>**Genre:** Realistic Fiction<br><br>**Anchor Text**<br>Half-Chicken<br>**Genre:** Folktale | | | | | | | **Grammar Review**<br>Using Adjectives | | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Response to Literature |

JOURNEYS

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonemic Awareness/Phonics** | **Fluency and High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **26** | **Anchor Text**<br>The Mysterious Tadpole<br>**Genre**: Fantasy<br><br>**Paired Selection**<br>From Eggs to Frogs<br>**Genre**: Informational Text<br><br>**Decodable Readers**<br>The New Moose<br>Follow the Clues | **Target Skill**<br>Story Structure<br><br>**Target Strategy**<br>Infer/Predict<br><br>**Second Read Skill**<br>Conclusions | **Phonemic Awareness**<br>Segment Phonemes<br><br>**Phonics**<br>Words with *oo, ew, ue, ou* | **Fluency**<br>Accuracy: Connected Text<br><br>**High-Frequency Words**<br>*every, ago, won't, now, follow, head, don't, goes, again, alone* | **Read Aloud**<br>Diego's Double Surprise<br><br>Speaking/Listening: Recount Key Details<br><br>**Speaking and Listening Skill**<br>Cooperative Storytelling | **Target/Academic Vocabulary**<br>*confused, ordinary, control, sensible, suspiciously, training, cage, upset*<br><br>**Domain-Specific Vocabulary**<br>*larva, biology, organism*<br><br>**Apply Vocabulary Knowledge**<br>Pronunciation<br><br>**Vocabulary Strategies**<br>Multiple-Meaning Words | **Spelling Principle**<br>Words with *ew, oo, ou*<br><br>**Spelling Words**<br>**Basic:** *root, crew, spoon, few, bloom, grew, room, you, stew, boost, scoop, flew*<br>**Review:** *zoo, noon*<br>**Challenge:** *shampoo, balloon* | **Grammar Skill**<br>Contractions<br><br>**How English Works**<br>Prepositional Phrases | **Language Skills and Strategies**<br>**Collaborate:** Respond with Gestures, Words, and Phrases; Follow Turn-Taking Rules<br>**Interpret:** Listen Actively<br>**Produce:** Plan a Presentation<br>**How English Works:** Understand Problem and Solution: Text Structure<br>**Vocabulary Network:** Words About How Animals Change | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Response Poem<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task |
| **27** | **Anchor Text**<br>The Dog That Dug for Dinosaurs<br>**Genre**: Biography<br><br>**Paired Selection**<br>La Brea Tar Pits<br>**Genre**: Informational Text<br><br>**Decodable Readers**<br>Woody Woodchuck and the Mysterious Ball<br>One or More | **Target Skill**<br>Fact and Opinion<br><br>**Target Strategy**<br>Question<br><br>**Second Read Skill**<br>Author's Purpose | **Phonemic Awareness**<br>Match Phonemes<br>Add a Phoneme<br><br>**Phonics**<br>Words with oo (*book*) | **Fluency**<br>Intonation<br><br>**High-Frequency Words**<br>*buy, father, called, town, even, maybe, where, water, outside, tomorrow* | **Read Aloud**<br>Epperson's Icicle<br><br>Speaking/Listening: Ask and Answer Questions to Clarify Comprehension | **Target/Academic Vocabulary**<br>*discovered, guard, remove, souvenirs, amazed, explained, exact, growled*<br><br>**Domain-Specific Vocabulary**<br>*impression, remains, organic, material*<br><br>**Apply Vocabulary Knowledge**<br>Use a Dictionary<br><br>**Vocabulary Strategies**<br>Shades of Meaning | **Spelling Principle**<br>Words with *oo (book)*<br><br>**Spelling Words**<br>**Basic:** *took, books, foot, hoof, cook, nook, hood, wood, stood, shook, crook, cookbook*<br>**Review:** *look, good*<br>**Challenge:** *crooked, bookcase* | **Grammar Skill**<br>What Is an Adverb?<br><br>**How English Works**<br>Text Cohesion | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer Questions; Listen Attentively<br>**Interpret:** Describe Ideas and Text Elements<br>**Produce:** Write an Exposition<br>**How English Works:** Understand Indefinite Pronouns<br>**Vocabulary Network:** Words About Animals from Long Ago | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Shared Book Report<br><br>**Focus Trait**<br>Organization<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Writing a Research Report |
| **28** | **Anchor Text**<br>Yeh-Shen<br>**Genre**: Fairytale<br><br>**Paired Selection**<br>Cinderella<br>**Genre**: Fairytale<br><br>**Decodable Readers**<br>Howie's Big Brown Box<br>What a Surprise! | **Target Skill**<br>Sequence of Events<br><br>**Target Strategy**<br>Analyze/Evaluate<br><br>**Second Read Skill**<br>Compare and Contrast | **Phonemic Awareness**<br>Blend Phonemes<br><br>**Phonics**<br>Vowel Diphthongs *ow, ou* | **Fluency**<br>Phrasing: Natural Pauses<br><br>**High-Frequency Words**<br>*want, while, falling, enough, lived, loved, should, happened, sorry, above* | **Read Aloud**<br>Cinderella Stories<br><br>Speaking/Listening: Ask and Answer Questions About What a Speaker Says<br><br>**Speaking and Listening Skill**<br>Comparing Versions of a Story | **Target/Academic Vocabulary**<br>*served, overjoyed, valuable, worn, concealed, glimmering, content, task*<br><br>**Domain-Specific Vocabulary**<br>*oral tradition, multicultural, generation*<br><br>**Apply Vocabulary Knowledge**<br>Part of Speech<br><br>**Vocabulary Strategies**<br>Classify/Categorize | **Spelling Principle**<br>Words with *ow, ou*<br><br>**Spelling Words**<br>**Basic:** *cow, house, town, shout, down, mouse, found, loud, brown, ground, pound, flower*<br>**Review:** *out, now*<br>**Challenge:** *towel, pounce* | **Grammar Skill**<br>Possessive Nouns<br><br>**How English Works**<br>Verb Tenses | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions and Ideas<br>**Interpret:** Evaluate Language Choices<br>**Produce:** Plan a Speech<br>**How English Works:** Recognize and Use Future Tense Verbs<br>**Vocabulary Network:** Words About Fairy Tales | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Response Paragraph<br><br>**Focus Trait**<br>Evidence<br><br>**Write About Reading**<br>Performance Task |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Phonemic Awareness/Phonics** | **Fluency and High-Frequency Words** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **29** | **Anchor Text**<br>Two of Everything<br>**Genre**: Folktale<br><br>**Paired Selection**<br>Stone Soup<br>**Genre**: Traditional Tale<br><br>**Decodable Readers**<br>Not So Alike<br>Corduroy and Will | **Target Skill**<br>Understanding Characters<br><br>**Target Strategy**<br>Summarize<br><br>**Second Read Skill**<br>Point of View | **Phonemic Awareness**<br>Syllables in Spoken Words<br>Substitute Phonemes<br><br>**Phonics**<br>Reading Longer Words with Long Vowels *a* and *i*<br>Vowel Diphthongs *oi, oy* | **Fluency**<br>Expression<br><br>**High-Frequency Words**<br>*once, woman, upon, eight, seven, near, wash, paper, who, your* | **Read Aloud**<br>A Lesson in Happiness<br><br>Speaking/Listening:<br>Recount Key Details | **Target/Academic Vocabulary**<br>*contained, grateful, startled, odd, search, leaned, tossed, village*<br><br>**Domain-Specific Vocabulary**<br>*tale, values, beliefs*<br><br>**Apply Vocabulary Knowledge**<br>Use a Glossary<br><br>**Vocabulary Strategies**<br>Antonyms | **Spelling Principle**<br>Words with *ai, ay, igh, -y*<br><br>**Spelling Words**<br>**Basic:** *aim, snail, bay, braid, ray, always, gain, sly, chain, shy, bright, fright*<br>**Review:** *tray, try*<br>**Challenge:** *contain, thigh* | **Grammar Skill**<br>Possessive Pronouns<br><br>**How English Works**<br>Connecting Ideas | **Language Skills and Strategies**<br>**Collaborate:** Gain and/or Hold the Floor<br>**Interpret:** Distinguish Effects of Word Choice<br>**Produce:** Write a Drama<br>**How English Works:** Use Possessive Nouns<br>**Vocabulary Network:** Words About Working Together | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Response Essay<br><br>**Focus Trait**<br>Evidence<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Write About an Experience |
| **30** | **Anchor Text**<br>Now & Ben<br>**Genre**: Informational Text<br><br>**Paired Selection**<br>A Model Citizen<br>**Genre**: Informational Text<br><br>**Decodable Readers**<br>A Picnic Problem<br>Polly Poodle | **Target Skill**<br>Compare and Contrast<br><br>**Target Strategy**<br>Visualize<br><br>**Second Read Skill**<br>Using Context | **Phonemic Awareness**<br>Syllables in Spoken Words<br><br>**Phonics**<br>Reading Longer Words with Long Vowels *o* and *e*<br>Final Stable Syllable *-le* | **Fluency**<br>Rate: Adjust Rate to Purpose<br><br>**High-Frequency Words**<br>*almost, from, money, door, years, together, sometimes, pushed, remember, dear* | **Read Aloud**<br>Steve Jobs: Inventor<br><br>Speaking/Listening:<br>Retell Key Ideas and Details; Ask and Answer Questions About What a Speaker Says<br><br>**Speaking and Listening Skill**<br>Reviewing Stories | **Target/Academic Vocabulary**<br>*accomplishments, inventions, result, designed, achieve, composed, remarkable, amounts*<br><br>**Domain-Specific Vocabulary**<br>patriot, pioneer, symbol, historical<br><br>**Apply Vocabulary Knowledge**<br>Use a Digital Dictionary<br><br>**Vocabulary Strategies**<br>Root Words | **Spelling Principle**<br>Words with *oa, ow, ee, ea*<br><br>**Spelling Words**<br>**Basic:** *seated, keeps, speed, seen, means, clean, groan, roast, bowls, crow, owe, grown*<br>**Review:** *green, snow*<br>**Challenge:** *peace, below* | **Grammar Skill**<br>Choose Between Adjectives and Adverbs<br><br>**How English Works**<br>Noun Phrases | **Language Skills and Strategies**<br>**Collaborate:** Offer and Elaborate on Opinions<br>**Interpret:** Distinguish Effects of Word Choice<br>**Produce:** Plan a Speech<br>**How English Works:** Use Prepositions to Add Detail<br>**Vocabulary Network:** Words About Science | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Response Essay<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task |
| **Performance Task** | **Anchor Text**<br>Mysterious Tadpole<br>**Genre:** Fantasy | | | | | | | **Grammar Review**<br>Possessive Nouns | | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Opinion Essay |
| **Extended Reading** | **Trade Book**<br>Exploring Space Travel<br>**Genre:** Informational Text | **Target Strategies**<br>Question<br>Monitor/Clarify<br>Analyze/Evaluate | | **Fluency**<br>Phrasing, Accuracy | **Read Aloud**<br>A Champion Named Sally<br><br>**Collaborative Project**<br>Space Mission Log:<br>Group Discussion | **Content Vocabulary Words**<br>*control panel, rockets, launch, takeoff, landing, speed, friction, gear, inner, layer, outer,*<br><br>**Domain-Specific Vocabulary**<br>*data, engineer, satellite, solar, transmissions* | **Integrated Language Arts Review**<br>Spelling Principles Review | **Integrated Language Arts Review**<br>Adjectives, Subject-Verb Agreement, Adverbs | **Language Skills and Strategies**<br>**Collaborate:** Negotiate indent uniformly<br>**Interpret:** Read/View Closely; Listen Actively<br>**Produce:** Write an Information Report; Plan a Presentation<br>**How English Works:** Connect Ideas; Use Reflexive Pronouns<br>**Vocabulary Network** | **Collaborative Project**<br>Space Mission Log<br><br>**Write About Media**<br><br>**Write About Reading** |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **1** | **Anchor Text**<br>A Fine, Fine School<br>**Genre**: Humorous Fiction<br><br>**Paired Selection**<br>One-Room Schoolhouses<br>**Genre**: Informational Text | **Target Skill**<br>Story Structure<br><br>**Target Strategy**<br>Summarize<br><br>**Supporting Skill**<br>Analyze Illustrations | Short vowels *a, e, i, o, u*<br><br>Words with the VCCV Pattern | Accuracy | **Read Aloud**<br>Such a Deal!<br><br>Speaking/Listening: Use Adverbs to Add Details<br><br>**Speaking and Listening Skill**<br>Hold a Discussion or Conversation | **Target/Academic Vocabulary**<br>*principal, strolled, proud, worried, soared, announced, fine, certainly*<br><br>**Domain-Specific Vocabulary**<br>*educator, administrator, classroom, schoolhouse, subject, curriculum*<br><br>**Apply Vocabulary Knowledge**<br>Shades of Meaning<br><br>**Vocabulary Strategies**<br>Context Clues | **Spelling Principle**<br>Short Vowels<br><br>**Spelling Words**<br>**Basic:** *crop, plan, thing, smell, shut, sticky, spent, lunch, pumpkin, clock, gift, class, skip, swing*<br>**Review:** *next, hug*<br>**Challenge:** *hospital, fantastic* | **Grammar Skill**<br>Simple Sentences<br><br>**How English Works**<br>Modifying to Add Details | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer Questions<br>**Interpret:** Text Elements: Character<br>**Produce:** Recount Experiences<br>**How English Works:** Use Common Nouns<br>**Vocabulary Network:** Words About Learning | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Descriptive Paragraph<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task |
| **2** | **Anchor Text**<br>The Trial of Cardigan Jones<br>**Genre**: Fantasy<br><br>**Paired Selection**<br>You Be the Jury<br>**Genre**: Informational Text | **Target Skill**<br>Conclusions<br><br>**Target Strategy**<br>Infer/Predict<br><br>**Supporting Skill**<br>Author's Word Choice | Long Vowels *a, e, i, o, u*<br><br>Words with the *VCe* Pattern | Phrasing | **Read Aloud**<br>Sequoyah<br><br>Speaking/Listening: Determine Main Ideas and Supporting Details<br><br>**Speaking and Listening Skill**<br>Ask and Answer Questions | **Target/Academic Vocabulary**<br>*convinced, trial, jury, guilty, pointed, honest, murmur, stand*<br><br>**Domain-Specific Vocabulary**<br>*prosecution, verdict, judge, courtroom, lawyer*<br><br>**Apply Vocabulary Knowledge**<br>Use a Dictionary<br><br>**Vocabulary Strategies**<br>Dictionary/Glossary | **Spelling Principle**<br>*VCe* Spellings<br><br>**Spelling Words**<br>**Basic:** *spoke, mile, save, excuse, cone, invite, cube, price, erase, ripe, broke, flame, life, rule*<br>**Review:** *these, those*<br>**Challenge:** *surprise, decide* | **Grammar Skill**<br>Kinds of Sentences<br><br>**How English Works**<br>Connecting Ideas | **Language Skills and Strategies**<br>**Collaborate:** Exchange Information and Ideas<br>**Interpret:** Listen Actively to Ask and Answer Questions<br>**Produce:** Prepare a Presentation<br>**How English Works:** Use Proper Nouns<br>**Vocabulary Network:** Words About Courts | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Dialogue<br><br>**Focus Trait**<br>Conventions<br><br>**Write About Reading**<br>Performance Task |
| **3** | **Anchor Text**<br>Destiny's Gift<br>**Genre**: Realistic Fiction<br><br>**Paired Selection**<br>Kids Making a Difference<br>**Genre**: Informational Text | **Target Skill**<br>Understanding Characters<br><br>**Target Strategy**<br>Analyze/Evaluate<br><br>**Supporting Skill**<br>Story Message | Common Vowel Pairs *ai, ay, ee, ea* | Reading Rate | **Read Aloud**<br>Open Your Eyes!<br><br>Speaking/Listening: Ask and Answer Questions | **Target/Academic Vocabulary**<br>*raise, spreading, earn, figure, contacted, block, afford, customers*<br><br>**Domain-Specific Vocabulary**<br>*volunteer, business, charity, community service*<br><br>**Apply Vocabulary Knowledge**<br>Use a Glossary<br><br>**Vocabulary Strategies**<br>Antonyms | **Spelling Principle**<br>Long *a* and Long *e* Spellings<br><br>**Spelling Words**<br>**Basic:** *lay, real, trail, sweet, today, dream, seem, tea, treat, afraid, leave, bait, screen, speed*<br>**Review:** *paint, please*<br>**Challenge:** *yesterday, explain* | **Grammar Skill**<br>Compound Sentences<br><br>**How English Works**<br>Condensing Ideas | **Language Skills and Strategies**<br>**Collaborate:** Affirm Others<br>**Interpret:** Describe Text Elements<br>**Produce:** Write a Realistic Fiction Story<br>**How English Works:** Use Connecting Words<br>**Vocabulary Network:** Words About Volunteering | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Personal Narrative<br><br>**Focus Trait**<br>Development<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Interpret Information Presented Visually |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **4** | **Anchor Text**<br>Pop's Bridge<br>**Genre**: Historical Fiction<br><br>**Paired Selection**<br>Bridges<br>**Genre**: Informational Text | **Target Skill**<br>Compare and Contrast<br><br>**Target Strategy**<br>Infer/Predict<br><br>**Supporting Skill**<br>Story Structure | Long *o* Spelled *oa, ow* | Expression | **Read Aloud**<br>The Bixby Bridge<br><br>Speaking/Listening:<br>Answer Questions with Appropriate Elaboration and Detail | **Target/Academic Vocabulary**<br>*balancing, tide, crew disappears, foggy, stretch, excitement, cling*<br><br>**Domain-Specific Vocabulary**<br>*foreman, construction, suspension, arches, harness*<br><br>**Apply Vocabulary Knowledge**<br>Use Guidewords<br><br>**Vocabulary Strategies**<br>Word Families | **Spelling Principle**<br>Long *o* Spellings<br><br>**Spelling Words**<br>**Basic:** *load, open, told, yellow, soak, shadow, foam, follow, glow, sold, window, coach, almost, throat*<br>**Review:** *cold, most*<br>**Challenge:** *tomorrow, sailboats* | **Grammar Skill**<br>Common and Proper Nouns<br><br>**How English Works**<br>Using Noun Phrases | **Language Skills and Strategies**<br>**Collaborate:** Exchange Information and Ideas<br>**Interpret:** Evaluate Language Choices<br>**Produce:** Plan a Presentation<br>**How English Works:** Use Connecting Words<br>**Vocabulary Network:** Words About Teamwork | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Prewrite a Personal Narrative<br><br>**Focus Trait**<br>Development<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Brainstorm Topics |
| **5** | **Anchor Text**<br>Roberto Clemente: Pride of the Pittsburgh Pirates<br>**Genre**: Biography<br><br>**Paired Selection**<br>Baseball Poems<br>**Genre**: Poetry | **Target Skill**<br>Cause and Effect<br><br>**Target Strategy**<br>Visualize<br><br>**Supporting Skill**<br>Literal and Nonliteral Meanings | Long *i* spelled *i, ie, igh* | Intonation | **Read Aloud**<br>The Tennessee Tornado<br><br>Speaking/Listening:<br>Speak in Complete Sentences | **Target/Academic Vocabulary**<br>*stands, score, fans, league, slammed, pronounced, style, polish,*<br><br>**Domain-Specific Vocabulary**<br>*amateur, professional, outfield, spectators, sportsmanship*<br><br>**Apply Vocabulary Knowledge**<br>Use a Digital Dictionary<br><br>**Vocabulary Strategies**<br>Prefix *mis-* | **Spelling Principle**<br>Long *i* Spellings<br><br>**Spelling Words**<br>**Basic:** *slight, mild, sight, pie, mind, tie, pilot, might, lie, tight, blind, fight, die, midnight*<br>**Review:** *find, night*<br>**Challenge:** *silent, frightening* | **Grammar Skill**<br>Plural Nouns with *-s* and *-es*<br><br>**How English Works**<br>Text Structure | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions and Ideas<br>**Interpret:** Distinguish Effects of Word Choice<br>**Produce:** Write a Play<br>**How English Works:** Use Prepositions<br>**Vocabulary Network:** Words About Heroes | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Draft a Personal Narrative<br><br>**Focus Trait**<br>Organization<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Narrow a Topic |
| **Performance Task** | **Anchor Text**<br>Roberto Clemente: Pride of the Pittsburgh Pirates<br>**Genre:** Biography<br><br>**Supporting Text**<br>Kids Making a Difference<br>**Genre:** Informational Text | | | | | | | **Grammar Review**<br>Simple Sentences, Kinds of Sentences | | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Story |

JOURNEYS

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **6** | **Anchor Text**<br>Bat Loves the Night<br>**Genre**: Narrative Nonfiction<br><br>**Paired Selection**<br>A Bat Is Born<br>**Genre**: Poetry | **Target Skill**<br>Sequence of Events<br><br>**Target Strategy**<br>Question<br><br>**Supporting Skill**<br>Domain-Specific Vocabulary | Words with the VCV Pattern | Reading Rate | **Read Aloud**<br>Bats Are the Best Beasts<br><br>Speaking/Listening: Ask and Answer Questions<br><br>**Speaking and Listening Skill**<br>Recount an Experience | **Target/Academic Vocabulary**<br>*twitch, detail, swoops, slithers, squeak, dozes, echoes, snuggles*<br><br>**Domain Specific Vocabulary**<br>*mammal, echolocation, nocturnal, environment*<br><br>**Apply Vocabulary Knowledge**<br>Use a Digital Glossary<br><br>**Vocabulary Strategies**<br>Suffixes *-able, -ible* | **Spelling Principle**<br>More Short and Long Vowels<br><br>**Spelling Words**<br>**Basic Words:** *math, toast, easy, socks, Friday, stuff, paid, cheese, June, elbow, program, shiny, piles, sticky*<br>**Review Words:** *each, both*<br>**Challenge Words:** *comb, holiday* | **Grammar Skill**<br>What Is a Verb?<br><br>**How English Works**<br>Modifying to Add Details | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions to Gain and Hold the Floor<br>**Interpret:** Distinguish Effects of Word Choice<br>**Produce:** Plan a Presentation<br>**How English Works:** Connect Ideas<br>**Vocabulary Network:** Words About Bats | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Response Paragraph<br><br>**Focus Trait**<br>Evidence<br><br>**Write About Reading**<br>Performance Task |
| **7** | **Anchor Text**<br>What Do Illustrators Do?<br>**Genre**: Informational Text<br><br>**Paired Selection**<br>Jack Draws a Beanstalk<br>**Genre**: Traditional Tale | **Target Skill**<br>Text and Graphic Features<br><br>**Target Strategy**<br>Analyze/Evaluate<br><br>**Supporting Skill**<br>Sequence of Events | Three-Letter Clusters (*scr, spr, str, thr)* | Expression | **Read Aloud**<br>Louis Braille: Boy Inventor<br><br>Speaking/Listening: Determine Main Idea and Supporting Details<br><br>**Speaking and Listening Skill**<br>Create an Audio Recording | **Target/Academic Vocabulary**<br>*tracing, imagine, illustrate, scribbles, sketches, research, textures, tools*<br><br>**Domain-Specific Vocabulary**<br>*foreground, typeface, watercolors, composition, publisher*<br><br>**Apply Vocabulary Knowledge**<br>Context Sentences<br><br>**Vocabulary Strategies**<br>Synonyms | **Spelling Principle**<br>Three-Letter Clusters<br><br>**Spelling Words**<br>**Basic Words:** *three, scrap, street, spring, thrill, scream, strange, throw, string, scrape, spray, threw, strong, scratch*<br>**Review Words:** *think, they*<br>**Challenge Words:** *straight, scramble* | **Grammar Skill**<br>Verb Tenses<br><br>**How English Works**<br>Text Structure | **Language Skills and Strategies**<br>**Collaborate:** Negotiate with Others in Conversation<br>**Interpret:** Describe Ideas and Text Elements<br>**Produce:** Write an Explanation<br>**How English Works:** Understand Cohesion<br>**Vocabulary Network:** Words About the Visual Arts | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Opinion Piece<br><br>**Focus Trait**<br>Organization<br><br>**Write About Reading**<br>Performance Task |
| **8** | **Anchor Text**<br>The Harvest Birds<br>**Genre**: Folktale<br><br>**Paired Selection**<br>The Treasure<br>**Genre**: Folktale | **Target Skill**<br>Conclusions<br><br>**Target Strategy**<br>Infer/Predict<br><br>**Supporting Skill**<br>Literal and Nonliteral Meanings | Silent Letters *kn, wr* | Stress | **Read Aloud**<br>Sweet Berries<br><br>Speaking/Listening: Retell Steps<br><br>**Speaking and Listening Skill** Tell a Story | **Target/Academic Vocabulary**<br>*harvest, separate, ashamed, borders, advice, borrow, patch, serious*<br><br>**Domain-Specific Vocabulary**<br>*pilgrimage, perceptions, perspective*<br><br>**Apply Vocabulary Knowledge**<br>Parts of a Dictionary Entry<br><br>**Vocabulary Strategies**<br>Context Clues | **Spelling Principle**<br>Unexpected Consonant Spellings<br><br>**Spelling Words**<br>**Basic Words:** *itch, wreck, knee, patch, wrap, knot, watch, knife, stretch, write, knew, knock, match, wrong*<br>**Review Words:** *know, catch*<br>**Challenge Words:** *wrinkle, knuckle* | **Grammar Skill**<br>Using Commas<br><br>**How English Works**<br>Text Cohesion | **Language Skills and Strategies**<br>**Collaborate:** Provide Counterarguments<br>**Interpret:** Ask and Answer Questions to Demonstrate Active Listening<br>**Produce:** Plan a Presentation<br>**How English Works:** Expand Noun Phrases<br>**Vocabulary Network:** Words About Traditions | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Response Paragraphs<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **9** | **Anchor Text**<br>Kamishibai Man<br>**Genre**: Realistic Fiction<br><br>**Paired Selection**<br>The True Story of Kamishibai<br>**Genre**: Informational Text | **Target Skill**<br>Cause and Effect<br><br>**Target Strategy**<br>Monitor/Clarify<br><br>**Supporting Skill**<br>Analyze Illustrations | Vowel Diphthongs *ow* and *ou* | Intonation | **Read Aloud**<br>The Magical Art of Mime<br><br>Speaking/Listening: Use Complete Sentences | **Target/Academic Vocabulary**<br>*familiar, jerky, vacant, rickety, blurry, rude, blasted, applause*<br><br>**Domain-Specific Vocabulary**<br>*mime, atmosphere, storyteller, improvisation*<br><br>**Apply Vocabulary Knowledge**<br>Multiple-Meaning Words<br><br>**Vocabulary Strategies**<br>Dictionary/Glossary | **Spelling Principle**<br>Vowel Sound in *town*<br><br>**Spelling Words**<br>**Basic Words:** *clown, round, bow, cloud, power, crown, thousand, crowd, sound, count, powder, blouse, frown, pound*<br>**Review Words:** *house, found*<br>**Challenge Words:** *mountain, coward* | **Grammar Skill**<br>Abstract Nouns<br><br>**How English Works**<br>Text Structure | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions Using Learned Phrases<br>**Interpret:** Describe Text Elements: Setting<br>**Produce:** Write a Story<br>**How English Works:** Use Verbs and Verb Phrases<br>**Vocabulary Network:** Words About Performing | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Prewrite a Response to Literature<br><br>**Focus Trait**<br>Organization<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Refine a Research Question |
| **10** | **Anchor Text**<br>Young Thomas Edison<br>**Genre**: Biography<br><br>**Paired Selection**<br>Moving Pictures<br>**Genre**: Informational Text | **Target Skill**<br>Main Ideas and Details<br><br>**Target Strategy**<br>Summarize<br><br>**Supporting Skill**<br>Sequence of Events | Words with *au, aw, al,* and *o* | Accuracy | **Read Aloud**<br>Ryan Hreljac,* Saving Lives at Six<br><br>Speaking/Listening: Recount Details | **Target/Academic Vocabulary**<br>*signal, genius, gadget, invention, laboratory, experiment, occasional, electric*<br><br>**Domain-Specific Vocabulary**<br>*patent, phonograph, sound waves, kinetoscope*<br><br>**Apply Vocabulary Knowledge**<br>Use a Dictionary<br><br>**Vocabulary Strategies**<br>Shades of Meaning | **Spelling Principle**<br>Vowel Sound in *talk*<br><br>**Spelling Words**<br>**Basic Words:** *talk, cross, awful, law, cloth, cost, crawl, chalk, also, raw, salt, wall, lawn, always*<br>**Review Words:** *soft, small*<br>**Challenge Words:** *often, strawberry* | **Grammar Skill**<br>Pronouns and Antecedents<br><br>**How English Works**<br>Text Cohesion | **Language Skills and Strategies**<br>**Collaborate:** Adapt Language Choices<br>**Interpret:** Evaluate Language Choices<br>**Produce:** Plan a Presentation<br>**How English Works:** Use Prepositions to Add Detail<br>**Vocabulary Network:** Words About Inventors | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Draft a Response to Literature<br><br>**Focus Trait**<br>Conventions<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Generate a Research Plan |
| **Performance Task** | **Anchor Text**<br>The Harvest Birds<br>**Genre:** Folktale<br><br>**Anchor Text**<br>Kamishibai Man<br>**Genre:** Realistic Fiction<br><br>**Anchor Text**<br>Young Thomas Edison<br>**Genre:** Biography | | | | | | | **Grammar Review**<br>What Is a Verb?, Verb Tenses | | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Opinion Essay |

JOURNEYS

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **Extended Reading** | **Trade Book**<br>Amos & Boris<br>**Genre:** Fantasy | **Target Strategies**<br>Visualize<br>Monitor/Clarify | | Accuracy and Self-Correction | **Read Aloud**<br>A Glow of Hope<br><br>Speaking/Listening: Describe Characters | **Content Vocabulary Words**<br>*backwashes, navigation, enterprise, phosphorescent, luminous, vast, mammal, sounded, ambitions, spout, tidal wave, desperately, mote, rumbled*<br><br>**Domain-Specific Vocabulary**<br>*volunteer, donate, charity, altruistic* | **Integrated Language Arts Review**<br>Spelling Skills Review | **Integrated Language Arts Review**<br>Grammar Skills Review | **Language Skills and Strategies**<br>**Collaborate:** Adapt Language Choices<br>**Interpret:** Describe Text Elements; Evaluate Language Choices<br>**Produce:** Write a Story; Prepare a Readers' Theater Presentation<br>**How English Works:** Use Past Tense Verbs; Use Collective Nouns<br>**Vocabulary Network** | **Collaborative Project**<br>Helping Hands Service Project<br><br>**Write About Media**<br><br>**Write About Reading** |

JOURNEYS

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **11** | **Anchor Text**<br>Technology Wins the Game<br>**Genre**: Informational Text<br><br>**Paired Selection**<br>Science for Sports Fans<br>**Genre**: Informational Text | **Target Skill**<br>Sequence of Events<br><br>**Target Strategy**<br>Question<br><br>**Supporting Skill**<br>Text and Graphic Features | Vowel Diphthongs *oi, oy* | Phrasing | **Read Aloud**<br>J-Block<br><br>Speaking/Listening: Answer Questions with Appropriate Elaboration and Detail | **Target/Academic Vocabulary**<br>*contribute, athletes, improve, power, flexible, process, compete, fraction*<br><br>**Domain-Specific Vocabulary**<br>*force, energy, sensor, sports engineer*<br><br>**Apply Vocabulary Knowledge**<br>Use a Digital Dictionary<br><br>**Vocabulary Strategies**<br>Suffixes *-less, -ful, -ous* | **Spelling Principle**<br>Vowel Sound in *joy*<br><br>**Spelling Words**<br>**Basic Words**: *joy, point, voice, join, oil, coin, noise, spoil, toy, joint, boy, soil, choice, boil*<br>**Review Words:** *come, are*<br>**Challenge Words:** *poison, destroy* | **Grammar Skill**<br>Plural Nouns<br><br>**How English Works**<br>Text Structure | **Language Skills and Strategies**<br>**Collaborate:** Adapt Language Choices<br>**Interpret:** Distinguish Effects of Word Choice<br>**Produce:** Write an Exposition<br>**How English Works:** Connect Ideas<br>**Vocabulary Network:** Words About Inventions | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Cause-and-Effect Paragraph<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Interpret Information Presented Quantitatively |
| **12** | **Anchor Text**<br>Tops and Bottoms<br>**Genre**: Trickster Tale<br><br>**Paired Selection**<br>Goodness Grows in Gardens<br>**Genre**: Informational Text | **Target Skill**<br>Theme<br><br>**Target Strategy**<br>Visualize<br><br>**Supporting Skill**<br>Point of View | Homophones<br><br>Words Ending in *-er* and *-le* | Stress | **Read Aloud**<br>Growing Up<br><br>Speaking/Listening: Retell Story Events<br><br>**Speaking and Listening Skill**<br>Interpret Information Presented Orally | **Target/Academic Vocabulary**<br>*risky, grunted, crops, profit, scowled, plucked, tugged, hollered*<br><br>**Domain-Specific Vocabulary**<br>*cultivate, depletion, rotation, sustainable*<br><br>**Apply Vocabulary Knowledge**<br>Use a Glossary<br><br>**Vocabulary Strategies**<br>Idioms | **Spelling Principle**<br>Homophones<br><br>**Spelling Words**<br>**Basic Words:** *hole, whole, its, it's, hear, here, won, one, our, hour, their, there, fur, fir*<br>**Review Words:** *road, rode*<br>**Challenge Words:** *peace, piece* | **Grammar Skill**<br>Writing Quotations<br><br>**How English Works**<br>Modifying to Add Details | **Language Skills and Strategies**<br>**Collaborate:** Follow Turn-Taking Rules<br>**Interpret:** Distinguish Effects of Language Choice<br>**Produce:** Give a Presentation<br>**How English Works:** Condense Ideas<br>**Vocabulary Network:** Words About Farming | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Compare-and-Contrast Paragraph<br><br>**Focus Trait**<br>Evidence<br><br>**Write About Reading**<br>Performance Task |
| **13** | **Anchor Text**<br>Yonder Mountain: A Cherokee Legend<br>**Genre**: Legend<br><br>**Paired Selection**<br>The Trail of Tears<br>**Genre**: Informational Text | **Target Skill**<br>Compare and Contrast<br><br>**Target Strategy**<br>Analyze/Evaluate<br><br>**Supporting Skill**<br>Story Message | Contractions with *n't, 'd, 've* | Reading Rate | **Read Aloud**<br>The Best Worst Day<br><br>Speaking/Listening: Ask Questions | **Target/Academic Vocabulary**<br>*peak, examined, fondly, steep, rugged, pausing, mist, pleaded*<br><br>**Domain-Specific Vocabulary**<br>*tribe, chief, treaty, territory, oral tradition*<br><br>**Apply Vocabulary Knowledge**<br>Use a Digital Glossary<br><br>**Vocabulary Strategies**<br>Homophones and Homographs | **Spelling Principle**<br>Contractions<br><br>**Spelling Words**<br>**Basic:** *I'd, he's, haven't, doesn't, let's, there's wouldn't, what's, she's, aren't, hasn't, couldn't, he'd, they're*<br>**Review:** *can't, isn't*<br>**Challenge:** *we're, weren't* | **Grammar Skill**<br>Subject-Verb Agreement<br><br>**How English Works**<br>Text Structure | **Language Skills and Strategies**<br>**Collaborate:** Exchange Information and Ideas<br>**Interpret:** Analyze Text Elements: Events<br>**Produce:** Retell a Story<br>**How English Works:** Personal Pronouns<br>**Vocabulary Network:** Words About Native Americans | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Informative Paragraph<br><br>**Focus Trait**<br>Organization<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Gather Information |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **14** | **Anchor Text**<br>Aero and Officer Mike<br>**Genre**: Informational Text<br><br>**Paired Selection**<br>Kids and Critters<br>**Genre**: Informational Text | **Target Skill**<br>Author's Purpose<br><br>**Target Strategy**<br>Summarize<br><br>**Supporting Skill**<br>Point of View | Words with *ar, or, ore* | Accuracy | **Read Aloud**<br>More Than a Pet<br><br>Speaking/Listening:<br>Determine Main Ideas and Supporting Details | **Target/Academic Vocabulary**<br>*lying, loyal, partners, shift, quiver, patrol, ability, snap*<br><br>**Domain-Specific Vocabulary**<br>*guide dog, husbandry, colleague, companion, veterinarian*<br><br>**Apply Vocabulary Knowledge**<br>Multiple-Meaning Words<br><br>**Vocabulary Strategies**<br>Prefixes *in-, im-* | **Spelling Principle**<br>Vowel + /r/ Sounds<br><br>**Spelling Words**<br>**Basic Words:** *horse, mark, storm, market, acorn, artist, March, north, barking, stork, thorn, forest, chore, restore*<br>**Review Words:** *dark, story*<br>**Challenge Words:** *partner, fortune* | **Grammar Skill**<br>Pronoun-Verb Agreement<br><br>**How English Works**<br>Using Verb Teases | **Language Skills and Strategies**<br>**Collaborate:** Ask Relevant Questions<br>**Interpret:** Demonstrate Active Listening<br>**Produce:** Plan a Presentation<br>**How English Works:** Use Present Tense Verbs<br>**Vocabulary Network:** Words About How Dogs Help People | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Prewrite an Explanatory Essay<br><br>**Focus Trait**<br>Purpose<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Take Notes |
| **15** | **Anchor Text**<br>The Extra-good Sunday<br>**Genre**: Humorous Fiction<br><br>**Paired Selection**<br>Imagine a Recipe<br>**Genre**: Informational Text | **Target Skill**<br>Understanding Characters<br><br>**Target Strategy**<br>Infer/Predict<br><br>**Supporting Skill**<br>Formal and Informal Language | Words with *er, ir, ur, or* | Expression | **Read Aloud**<br>Give Yourself a Gift<br><br>Speaking/Listening:<br>Retell the Main Plot Events<br><br>**Speaking and Listening Skill**<br>Hold a Group Discussion | **Target/Academic Vocabulary**<br>*anxiously, degrees, tense, ingredients, recommended, remarked, festive, cross*<br><br>**Domain-Specific Vocabulary**<br>*recipe, chef, teaspoon, tablespoon, measurements*<br><br>**Apply Vocabulary Knowledge**<br>Parts of a Dictionary Entry<br><br>**Vocabulary Strategies**<br>Using a Thesaurus | **Spelling Principle**<br>Vowel + /r/ Sound in *nurse*<br><br>**Spelling Words**<br>**Basic Words:** *nurse, work, shirt, hurt, first, word, serve, curly, dirt, third, worry, turn, stir, firm*<br>**Review Words:** *her, girl*<br>**Challenge Words:** *perfect, hamburger* | **Grammar Skill**<br>Verb Tenses<br><br>**How English Works**<br>Connecting Ideas | **Language Skills and Strategies**<br>**Collaborate:** Answer Questions and Add Relevant Information<br>**Interpret:** Describe Ideas and Text Elements<br>**Produce:** Write a Procedure<br>**How English Works:** Recognize and Use Adjectives<br>**Vocabulary Network:** Words About Cooking | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Draft an Explanatory Essay<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task |
| **Performance Task** | **Anchor Text**<br>Technology Wins the Game<br>**Genre:** Informational Text<br><br>**Anchor Text**<br>Aero and Officer Mike<br>**Genre:** Informational Text | | | | | | | **Grammar Review**<br>Kinds of Sentences, Subject-Verb Agreement | | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Explanatory Essay |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **16** | **Anchor Text**<br>Judy Moody Saves the World!<br>**Genre**: Humorous Fiction<br><br>**Paired Selection**<br>"My Smelly Pet" from *Judy Moody*<br>**Genre**: Humorous Fiction | **Target Skill**<br>Story Structure<br><br>**Target Strategy**<br>Monitor/Clarify<br><br>**Supporting Skill**<br>Theme | Words with *air, ear, are* | Intonation | **Read Aloud**<br>Counting Cans<br><br>Speaking/Listening: Ask and Answer Questions<br><br>**Speaking and Listening Skill**<br>Report on a Text | **Target/Academic Vocabulary**<br>*recycle, project, dripping, carton, complicated, global, rubbish, hardly, shade, pollution*<br><br>**Domain-Specific Vocabulary**<br>*compost, landfill, conserve*<br><br>**Apply Vocabulary Knowledge**<br>Use a Dictionary<br><br>**Vocabulary Strategies**<br>Context Clues | **Spelling Principle**<br>Vowel + /r/ Sounds in *air* and *fear*<br><br>**Spelling Words**<br>**Basic Words:** *air, wear, chair, stairs, bare, bear, hair, care, pear, pair, share, near, ear, beard*<br>**Review Words:** *buy, year*<br>**Challenge Words:** *earring, compare* | **Grammar Skill**<br>What Are Adjectives and Articles?<br><br>**How English Works**<br>Prepositional Phrases | **Language Skills and Strategies**<br>**Collaborate:** Add Relevant Information<br>**Interpret:** Evaluate Language Choices<br>**Produce:** Plan a Presentation<br>**How English Works:** Identify and Use Adverbs<br>**Vocabulary Network:** Words About Conservation | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Persuasive Letter<br><br>**Focus Trait**<br>Purpose<br><br>**Write About Reading**<br>Performance Task |
| **17** | **Anchor Text**<br>The Albertosaurus Mystery: Philip Currie's Hunt in the Badlands<br>**Genre**: Informational Text<br><br>**Paired Selection**<br>Finding Fossils for Fun<br>**Genre**: Informational Text | **Target Skill**<br>Conclusions<br><br>**Target Strategy**<br>Visualize<br><br>**Supporting Skill**<br>Point of View | Words with /j/ and /s/<br>Words with the VCCCV Pattern | Stress | **Read Aloud**<br>Otzi's Story<br><br>Speaking/Listening: Answer Questions in Complete Sentences<br><br>**Speaking and Listening Skill**<br>Ask and Answer Questions | **Target/Academic Vocabulary**<br>*clues, remains, evidence, prove, fossils, skeletons, uncovering, buried, fierce, location*<br><br>**Domain-Specific Vocabulary**<br>*paleontology, badlands, field notes, sediment*<br><br>**Apply Vocabulary Knowledge**<br>Use a Digital Dictionary<br><br>**Vocabulary Strategies**<br>Suffix *-ly* | **Spelling Principle**<br>Words with /j/ and /s/<br><br>**Spelling Words**<br>**Basic Words:** *age, space, change, jawbone, jacket, giant, pencil, circle, once, large, dance, jeans, bounce, huge*<br>**Review Words:** *nice, place*<br>**Challenge Words:** *excited, gigantic* | **Grammar Skill**<br>Adjectives That Compare<br><br>**How English Works**<br>Modifying to Add Details | **Language Skills and Strategies**<br>**Collaborate:** Provide Useful Information<br>**Interpret:** Distinguish Effects of Word Choice<br>**Produce:** Write an Informational Report<br>**How English Works:** Connect Ideas<br>**Vocabulary Network:** Words About Fossils | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Opinion Paragraph<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task |
| **18** | **Anchor Text**<br>A Tree Is Growing<br>**Genre**: Informational Text<br><br>**Paired Selection**<br>Stopping by Woods on a Snowy Evening<br>**Genre**: Poetry | **Target Skill**<br>Text and Graphic Features<br><br>**Target Strategy**<br>Question<br><br>**Supporting Skill**<br>Domain-Specific Vocabulary | Words with /k/ and /kw/ | Expression | **Read Aloud**<br>The World Tree<br><br>Speaking/Listening: Ask and Answer Questions in Complete Sentences<br><br>**Speaking and Listening Skill**<br>Create an Audio Recording | **Target/Academic Vocabulary**<br>*pollen, store, clumps, passages, absorb, throughout, coverings, spines, tropical, dissolve*<br><br>**Domain-Specific Vocabulary**<br>*roots, growth rings, leaves, precipitation, decay*<br><br>**Apply Vocabulary Knowledge**<br>Use a Glossary<br><br>**Vocabulary Strategies**<br>Word Roots | **Spelling Principle**<br>Spelling the /k/ and /kw/ Sounds<br><br>**Spelling Words**<br>**Basic Words:** *shark, check, queen, circus, flake, crack, second, squeeze, quart, squeak, quick, coldest, Africa, Mexico*<br>**Review Words:** *black, thank*<br>**Challenge Words:** *correct, question* | **Grammar Skill**<br>Using the Verb *be* and Helping Verbs<br><br>**How English Works**<br>Using Noun Phrases | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions Using Learned Phrases<br>**Interpret:** Distinguish Effects of Language Choice<br>**Produce:** Plan a Presentation<br>**How English Works:** Condense Ideas<br>**Vocabulary Network:** Words About Trees | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Problem-and-Solution Paragraph<br><br>**Focus Trait**<br>Conventions<br><br>**Write About Reading**<br>Performance Task |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **19** | **Anchor Text**<br>Two Bear Cubs<br>**Genre**: Myth/Play<br><br>**Paired Selection**<br>Whose Land Is It?<br>**Genre**: Informational Text | **Target Skill**<br>Story Structure<br><br>**Target Strategy**<br>Summarize<br><br>**Supporting Skill**<br>Story Message | Vowel Sounds in *spoon* and *wood* | Reading Rate | **Read Aloud**<br>Bear Scare<br><br>Speaking/Listening: Retell the Story | **Target/Academic Vocabulary**<br>*scolding, greedily, hesitation, ignores, burden, glancing, console, base, drowsy, heroic*<br><br>**Related Vocabulary**<br>*dilemma, embraced, hinder, commended*<br><br>**Apply Vocabulary Knowledge**<br>Use a Digital Glossary<br><br>**Vocabulary Strategies**<br>Prefixes *pre-, re-, bi-* | **Spelling Principle**<br>Vowel Sounds in *spoon* and *wood*<br><br>**Spelling Words**<br>**Basic Words:** *mood, wooden, drew, smooth, blue, balloon, true, crooked, chew, tooth, hooves, cool, food, pooch*<br>**Review Words:** *blew, foot*<br>**Challenge Words:** *loose, jewel* | **Grammar Skill**<br>More Irregular Verbs<br><br>**How English Works**<br>Using Verb Types | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions to Gain and Hold the Floor<br>**Interpret:** Describe Ideas, Phenomena, and Text Elements<br>**Produce:** Write a Description<br>**How English Works:** Understand Text Structure<br>**Vocabulary Network:** Words About Community | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Prewrite a Persuasive Essay<br><br>**Focus Trait**<br>Purpose<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Paraphrasing v. Plagiarism |
| **20** | **Anchor Text**<br>Life on the Ice<br>**Genre**: Informational Text<br><br>**Paired Selection**<br>The Raven: An Inuit Myth<br>**Genre**: Myth | **Target Skill**<br>Main Ideas and Details<br><br>**Target Strategy**<br>Infer/Predict<br><br>**Supporting Skill**<br>Literal and Nonliteral Meanings | Compound Words | Accuracy | **Read Aloud**<br>Clever Colonies<br><br>Speaking/Listening: Ask and Answer Questions | **Target/Academic Vocabulary**<br>*shelter, layer, constant, climate, wilderness, region, unexpected, gliding, overheated, colony*<br><br>**Domain-Specific Vocabulary**<br>*equator, Fahrenheit, Celsius, precipitation*<br><br>**Apply Vocabulary Knowledge**<br>Context Sentences<br><br>**Vocabulary Strategies**<br>Dictionary/Glossary | **Spelling Principle**<br>Compound Words<br><br>**Spelling Words**<br>**Basic Words:** *birthday, anyone, sometimes, everything, homework, afternoon, airplane, grandmother, something, without, himself, faraway, sunburned, daylight*<br>**Review Words:** *someone, cannot*<br>**Challenge Words:** *scorekeeper, everybody* | **Grammar Skill**<br>What Is an Adverb?<br><br>**How English Works**<br>Text Cohesion | **Language Skills and Strategies**<br>**Collaborate:** Negotiate with Others<br>**Interpret:** Listen Actively<br>**Produce:** Plan a Presentation<br>**How English Works:** Understand Possessive Pronouns<br>**Vocabulary Network:** Words About Cold Climates | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Draft a Persuasive Essay<br><br>**Focus Trait**<br>Organization<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Citing Sources |
| **Performance Task** | **Anchor Text**<br>The Albertosaurus Mystery<br>**Genre:** Informational Text<br><br>**Anchor Text**<br>Life on the Ice<br>**Genre:** Informational Text | | | | | | | **Grammar Review**<br>Kinds of Sentences | | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Opinion Essay |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **Extended Reading** | **Trade Book**<br>Boy, Were We Wrong About Dinosaurs!<br>**Genre:** Nonfiction | **Target Strategies**<br>Monitor/Clarify<br>Question<br>Summarize | | Expression | **Read Aloud**<br>At the Dinosaur Museum<br><br>Speaking/Listening:<br>Paraphrase a Text | **Content Vocabulary Words**<br>*fossil, waddle, tendons, bask, microscope, blood vessels, scaly, x-rays, herd, comet, asteroid, acid rain, paleontologist*<br><br>**Domain-Specific Vocabulary**<br>*extinct, Mesozoic, predator, prehistoric* | **Integrated Language Arts Review**<br>Spelling Skills Review | **Integrated Language Arts Review**<br>Grammar Skills Review | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer *wh-* Questions; Build on Responses; Negotiate in Conversation by Offering Opinions<br>**Interpret:** Distinguish Effects of Word Choice<br>**Produce:** Write a Recount; Plan a Panel Presentation<br>**How English Works:** Use Prepositional Phrases; Use Comparative and Superlative Adjectives<br>**Vocabulary Network** | **Collaborative Project**<br>A Dinosaur's Story<br><br>**Write About Media**<br><br>**Write About Reading** |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **21** | **Anchor Text**<br>Sarah, Plain and Tall<br>**Genre**: Historical Fiction<br><br>**Paired Selection**<br>Wagons of the Old West<br>**Genre**: Informational Text | **Target Skill**<br>Story Structure<br><br>**Target Strategy**<br>Monitor/Clarify<br><br>**Supporting Skill**<br>Point of View | Base Words and *-ed, -ing* | Intonation | **Read Aloud**<br>Seal's Story<br><br>Speaking/Listening: Retell the Story<br><br>**Speaking and Listening Skill**<br>Hold a Group Discussion | **Target/Academic Vocabulary**<br>*prairie, slick, fetch, clattered, sniff, rough, batted, thumped, buzzing, rustle*<br><br>**Domain-Specific Vocabulary**<br>*pioneer, expansion, prairie, bonnet*<br><br>**Apply Vocabulary Knowledge**<br>Parts of a Dictionary Entry<br><br>**Vocabulary Strategies**<br>Prefix *non-* | **Spelling Principle**<br>Words with *-ed* and *-ing*<br><br>**Spelling Words**<br>**Basic Words:** *coming, swimming, dropping, tapping, taping, invited, saving, stared, planned, changing, joking, loved, gripped, tasted*<br>**Review Words**: *making, stopped*<br>**Challenge Words:** *freezing, scared* | **Grammar Skill**<br>Adverbs That Compare<br><br>**How English Works**<br>Condensing Ideas | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions to Gain and Hold the Floor<br>**Interpret:** Describe Ideas and Text Elements<br>**Produce:** Write a Story<br>**How English Works:** Identify and Use Past Tense Verbs<br>**Vocabulary Network:** Words About Moving to New Places | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Fictional Narrative Paragraph<br><br>**Focus Trait**<br>Development<br><br>**Write About Reading**<br>Performance Task |
| **22** | **Anchor Text**<br>The Journey: Stories of Migration<br>**Genre**: Informational Text<br><br>**Paired Selection**<br>The Grasshopper and the Ant<br>**Genre**: Fable | **Target Skill**<br>Compare and Contrast<br><br>**Target Strategy**<br>Visualize<br><br>**Supporting Skill**<br>Author's Word Choice | Spelling Changes: *-s, -es, -ed, -ing*<br><br>Less Common Plurals | Phrasing | **Read Aloud**<br>The Taste of Hope<br><br>Speaking/Listening: Determine Main Ideas and Supporting Details<br><br>**Speaking and Listening Skill** Create an Audio Recording | **Target/Academic Vocabulary**<br>*survival, migrate, plenty, frightening, accidents, solid, chilly, landscape, thunderous, dramatic*<br><br>**Domain-Specific Vocabulary**<br>*adaptation, basic needs, insect, migration*<br><br>**Apply Vocabulary Knowledge**<br>Shades of Meaning<br><br>**Vocabulary Strategies**<br>Word Roots | **Spelling Principle**<br>Changing Final *y* to *i*<br><br>**Spelling Words**<br>**Basic Words:** *cities, cried, puppies, hurried, stories, flies, parties, tried, pennies, fried, carried, babies, spied, ponies*<br>**Review Words:** *pretty, very*<br>**Challenge Words:** *countries, libraries* | **Grammar Skill**<br>Making Comparisons<br><br>**How English Works**<br>Using Noun Phrases | **Language Skills and Strategies**<br>**Collaborate:** Provide Counterarguments<br>**Interpret:** Evaluate Language Choices<br>**Produce:** Plan a Presentation<br>**How English Works:** Use Irregular Plural Nouns<br>**Vocabulary Network:** Words About Migration | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Descriptive Paragraph<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task |
| **23** | **Anchor Text**<br>The Journey of Oliver K. Woodman<br>**Genre**: Fantasy<br><br>**Paired Selection**<br>Moving the U.S. Mail<br>**Genre**: Informational Text | **Target Skill**<br>Sequence of Events<br><br>**Target Strategy**<br>Analyze/Evaluate<br><br>**Supporting Skill**<br>Formal and Informal Language | Suffixes *-ful, -y, -ous, -ly, -er* | Reading Rate | **Read Aloud**<br>Piggy Goes to Town<br><br>Speaking/Listening: Answer Questions<br><br>**Speaking and Listening Skill**<br>Recount an Experience | **Target/Academic Vocabulary**<br>*sincere, conversations, managed, inspired, loaded, reunion, loveliest, currently, terror, pleasure*<br><br>**Domain-Specific Vocabulary**<br>*postage stamp, correspondent, e-mail, return address*<br><br>**Apply Vocabulary Knowledge**<br>Use a Glossary<br><br>**Vocabulary Strategies**<br>Suffixes *-er, -est* | **Spelling Principle**<br>Suffixes *-ful, -ly,* and *-er*<br><br>**Spelling Words**<br>**Basic Words:** *singer, loudly, joyful, teacher, fighter, closely, powerful, farmer, quickly, careful, friendly, speaker, wonderful, truly*<br>**Review Words:** *hopeful, safely*<br>**Challenge Words:** *listener, calmly* | **Grammar Skill**<br>Possessive Nouns and Pronouns<br><br>**How English Works**<br>Modifying to Add Details | **Language Skills and Strategies**<br>**Collaborate:** Adjust Language Choices<br>**Interpret:** Distinguish Effects of Word Choice<br>**Produce:** Write a Response Letter<br>**How English Works:** Use Adverbs That Tell When<br>**Vocabulary Network:** Words About Sending Messages | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Dialogue<br><br>**Focus Trait**<br>Development<br><br>**Write About Reading**<br>Performance Task |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **24** | **Anchor Text**<br>Dog-of-the-Sea-Waves<br>**Genre**: Realistic Fiction<br><br>**Paired Selection**<br>The Land Volcanoes Built<br>**Genre**: Informational Text | **Target Skill**<br>Author's Purpose<br><br>**Target Strategy**<br>Question<br><br>**Supporting Skill**<br>Analyze Illustrations | Prefixes *un-, pre-, re-, bi-* | Accuracy | **Read Aloud**<br>Mapping the World<br><br>Speaking/Listening: Ask and Answer Questions | **Target/Academic Vocabulary**<br>*guided, rippled, arrival, voyage, twisted, aboard, anchor, spotted, bay, lava*<br><br>**Domain-Specific Vocabulary**<br>*eruption, magma, mountain, island*<br><br>**Apply Vocabulary Knowledge**<br>Use Guidewords<br><br>**Vocabulary Strategies**<br>Shades of Meaning | **Spelling Principle**<br>Prefixes *re-* and *un-*<br><br>**Spelling Words**<br>**Basic Words:** *unfold, rejoin, untie, reheat, unfair, unclear, repaid, rewrite, unhurt, recheck, unlucky, unwrap, reuse, unsure*<br>**Review Words:** *reread, unsafe*<br>**Challenge Words:** *unbuckle, unknown* | **Grammar Skill**<br>Complex Sentences<br><br>**How English Works**<br>Using Verb Tenses | **Language Skills and Strategies**<br>**Collaborate:** Adapt Language Choices<br>**Interpret:** Distinguish Effects of Word Choice<br>**Produce:** Plan a Presentation<br>**How English Works:** Connect Ideas<br>**Vocabulary Network:** Words About Volcanoes | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Prewrite a Fictional Narrative<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Conduct a Research Project |
| **25** | **Anchor Text**<br>Mountains: Surviving on Mt. Everest<br>**Genre**: Informational Text<br><br>**Paired Selection**<br>The Big Cleanup<br>**Genre**: Play | **Target Skill**<br>Text and Graphic Features<br><br>**Target Strategy**<br>Infer/Predict<br><br>**Supporting Skill**<br>Main Ideas and Details | Suffixes *-less, -ness, -able* | Expression | **Read Aloud**<br>Extreme Skiing, Extreme Danger<br><br>Speaking/Listening: Determine Main Ideas and Supporting Details<br><br>**Speaking and Listening Skill**<br>Present a Research Report | **Target/Academic Vocabulary**<br>*approached, section, avalanches, increases, equipment, tanks, slopes, altitude, succeed, halt*<br><br>**Domain-Specific Vocabulary**<br>*peak, summit, range, ridge, landform*<br><br>**Apply Vocabulary Knowledge**<br>Use a Digital Dictionary<br><br>**Vocabulary Strategies**<br>Analogies | **Spelling Principle**<br>Suffixes *-less* and *-ness*<br><br>**Spelling Words**<br>**Basic Words:** *painless, sickness, sadness, helpless, thankless, kindness, hopeless, darkness, fearless, thickness, careless, goodness, spotless, softness*<br>**Review Words:** *useful, weakly*<br>**Challenge Words:** *breathless, eagerness* | **Grammar Skill**<br>More, Most, *-er, -est*<br><br>**How English Works**<br>Text Structure | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer Questions<br>**Interpret:** Describe Ideas<br>**Produce:** Write a Text Summary<br>**How English Works:** Condense Ideas<br>**Vocabulary Network:** Words About Mountains | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Draft a Fictional Narrative<br><br>**Focus Trait**<br>Conventions<br><br>**Write About Reading**<br>Performance Task |
| **Performance Task** | **Supporting Text**<br>The Grasshopper and the Ant<br>**Genre:** Fable<br><br>**Anchor Text**<br>Dog-of-the-Sea-Waves<br>**Genre:** Realistic Fiction | | | | | | | **Grammar Review**<br>Kinds of Sentences, Using Adjectives and Adverbs to Compare | | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Literary Analysis |

JOURNEYS

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **26** | **Anchor Text**<br>The Foot Race Across America<br>**Genre:** Narrative Nonfiction<br><br>**Paired Selection**<br>Paca and the Beetle: A Folktale from Brazil<br>**Genre:** Folktale<br><br>Fast Track, Ode to My Shoes<br>**Genre:** Poetry<br><br>**Trade Book**<br>Donavan's Word Jar<br>**Author:** Monalisa DeGross<br>**Genre:** Realistic Fiction<br><br>**Trade Book**<br>Jake Drake, Know-It-All<br>**Author:** Andrew Clements<br>**Genre:** Realistic Fiction | **Target Skill**<br>Main Ideas and Details<br><br>**Target Strategy**<br>Analyze/Evaluate | Common Final Syllables<br>*-tion, -sion, -ture* | Accuracy | **Read Aloud**<br>Outrunning Polio<br><br>Speaking/Listening: Ask Questions<br><br>**Speaking and Listening Skill**<br>Brainstorming Problems and Solutions | **Review Vocabulary**<br>*principal, proud, announced, advice, loyal, ability, absorb, loveliest, compete, approached*<br><br>**Vocabulary Strategies**<br>Suffix *-ion*<br><br>**Domain-Specific Vocabulary**<br>*competition, motivation, victorious, willpower* | **Spelling Principle**<br>Words with VCCV Pattern<br><br>**Spelling Words**<br>**Basic Words:** *person, helmet, until, carpet, Monday, enjoy, forget, problem, Sunday, garden, order, mistake, umpire, herself*<br>**Review Words:** *after, under*<br>**Challenge Words:** *expect, wisdom* | **Grammar Skill**<br>Abbreviations<br><br>**How English Works**<br>Connecting Ideas | **Language Skills and Strategies**<br>**Collaborate:** Follow Turn-Taking Rules<br>**Interpret:** Ask and Answer Questions to Demonstrate Active Learning<br>**Produce:** Write a Speech<br>**How English Works:** Understand Text Structure<br>**Vocabulary Network:** Words About Determination | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Compare-and-Contrast Paragraph<br><br>**Focus Trait**<br>Organization<br><br>**Write About Reading**<br>Performance Task |
| **27** | **Anchor Text**<br>The Power of Magnets<br>**Genre:** Expository Nonfiction<br><br>**Paired Selection**<br>Electromagnets and You<br>**Genre:** Photo Essay<br><br>Science Fair Project, Magnets<br>**Genre:** Poetry<br><br>**Trade Book**<br>Donavan's Word Jar<br>**Author:** Monalisa DeGross<br>**Genre:** Realistic Fiction<br><br>**Trade Book**<br>Jake Drake, Know-It-All<br>**Author:** Andrew Clements<br>**Genre:** Realistic Fiction | **Target Skill**<br>Cause and Effect<br><br>**Target Strategy**<br>Summarize | Double Consonants | Intonation | **Read Aloud**<br>Maglev Trains<br><br>Speaking/Listening: Explain Causes and Effects<br><br>**Speaking and LIstening Skill**<br>Deliver a News Report | **Review Vocabulary**<br>*research, tools, familiar, gadget, invention, experiment, electric, power, prove, improve*<br><br>**Vocabulary Strategies**<br>Homographs and Homophones<br><br>**Domain-Specific Vocabulary**<br>*attract, repel, poles, electromagnet* | **Spelling Principle**<br>Words with Double Consonants<br><br>**Spelling Words**<br>**Basis Words:** *jelly, bottom, pillow, happen, butter, lesson, cherry, sudden, arrow, dollar, hello, rabbit, letter, button*<br>**Review Words:** *funny, better*<br>**Challenge Words:** *stubborn, mirror* | **Grammar Skill**<br>Contractions<br><br>**How English Works**<br>Modifying to Add Details | **Language Skills and Strategies**<br>**Collaborate:** Affirm Others<br>**Interpret:** Describe Phenomena<br>**Produce:** Write an Exposition<br>**How English Works:** Use Indefinite Pronouns<br>**Vocabulary Network:** Words About Magnets | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Problem/Solution Paragraph<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **28** | **Anchor Text**<br>Becoming Anything He Wants to Be<br>**Genre:** Biography<br><br>**Paired Selection**<br>My Blue Belt Day!<br>**Genre:** Journal Entry<br><br>I Chop Chop, Long Jump<br>**Genre:** Poetry<br><br>**Trade Book**<br>Donavan's Word Jar<br>**Author:** Monalisa DeGross<br>**Genre:** Realistic Fiction<br><br>**Trade Book**<br>Jake Drake, Know-It-All<br>**Author:** Andrew Clements<br>**Genre:** Realistic Fiction | **Target Skill**<br>Fact and Opinion<br><br>**Target Strategy**<br>Visualize | Words with *ough* and *augh* | Phrasing | **Read Aloud**<br>Rising to the Challenge<br><br>Speaking/Listening: Determine Main Ideas and Supporting Details<br><br>**Speaking and Listening Skill**<br>Give a Descriptive Presentation | **Review Vocabulary**<br>*throughout, textures, peak, steep, tropical, landscape, slopes, altitude, survival, equipment*<br><br>**Vocabulary Strategies**<br>Word Roots<br><br>**Domain-Specific Vocabulary**<br>*overcome, agility, barriers, championship* | **Spelling Principle**<br>Words with *ough* and *augh*<br><br>**Spelling Words**<br>**Basic Words:** *taught, thought, rough, laugh, bought, cough, ought, caught, fought, daughter, tough, through, enough, brought*<br>**Review Words:** *was, draw*<br>**Challenge Words:** *sought, naughty* | **Grammar Skill**<br>Commas in Sentences<br><br>**How English Works**<br>Text Structure | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions and Ideas<br>**Interpret:** Evaluate Language Choices<br>**Produce:** Plan a Speech<br>**How English Works:** Use Helping Verbs and Future Tense<br>**Vocabulary Network:** Words About Being Active | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Instructions<br><br>**Focus Trait**<br>Conventions<br><br>**Write About Reading**<br>Performance Task |
| **29** | **Anchor Text**<br>A New Team of Heroes<br>**Genre:** Drama<br><br>**Paired Selection**<br>C-H-A-M-P-I-O-N<br>**Genre:** Informational Text<br><br>Defender, Spellbound<br>**Genre:** Poetry<br><br>**Trade Book**<br>Donavan's Word Jar<br>**Author:** Monalisa DeGross<br>**Genre:** Realistic Fiction<br><br>**Trade Book**<br>Jake Drake, Know-It-All<br>**Author:** Andrew Clements<br>**Genre:** Realistic Fiction | **Target Skill**<br>Understanding Characters<br><br>**Target Strategy**<br>Monitor/Clarify | Words Ending in *-er* or *-le* | Expression | **Read Aloud**<br>Two Players<br><br>Speaking/Listening: Hold a Discussion<br><br>**Speaking and Listening Skill**<br>Dramatize a Story | **Review Vocabulary**<br>*excitement, score, athletes, tense, succeed, league, earn, partners, pleasure, contribute*<br><br>**Vocabulary Strategies**<br>Prefixes *un-* and *dis-*<br><br>**Domain-Specific Vocabulary**<br>*compete, pressure, defense, teammate* | **Spelling Principle**<br>Words Ending with *-er* or *-le*<br><br>**Spelling Words**<br>**Basic Words:** *apple, river, little, October, ladder, summer, purple, later, November, giggle, uncle, winter, center, double*<br>**Review Words:** *flower, people*<br>**Challenge Words:** *whistle, character* | **Grammar Skill**<br>What Is a Preposition?<br><br>**How English Works**<br>Text Structure | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions to Gain and Hold the Floor<br>**Interpret:** Distinguish Effects of Word Choice<br>**Produce:** Write a Play<br>**How English Works:** Use Possessive Nouns<br>**Vocabulary Network:** Words About Champions | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Prewrite a Research Report<br><br>**Focus Trait**<br>Evidence<br><br>**Write About Reading**<br>Performance Task |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **30** | **Anchor Text**<br>Saving Buster<br>**Genre:** Realistic Fiction<br><br>**Paired Selection**<br>Acting Across Generations<br>**Genre:** News Article<br><br>Company's Coming<br>**Genre:** Poetry<br><br>**Trade Book**<br>Donavan's Word Jar<br>**Author:** Monalisa DeGross<br>**Genre:** Realistic Fiction<br><br>**Trade Book**<br>Jake Drake, Know-It-All<br>**Author:** Andrew Clements<br>**Genre:** Realistic Fiction | **Target Skill**<br>Conclusions<br><br>**Target Strategy**<br>Question | Schwa Sound | Reading Rate | **Read Aloud**<br>Service Dogs<br><br>Speaking/Listening: Determine Main Ideas and Supporting Details<br><br>**Speaking and Listening Skill**<br>Present a Visual | **Review Vocabulary**<br>*worried, certainly, raise, afford, applause, anxiously, dramatic, guided, ingredients, fetch*<br><br>**Vocabulary Strategies**<br>Compound Words<br><br>**Domain-Specific Vocabulary**<br>*donate, city council, theater group, senior center* | **Spelling Principle**<br>Words Beginning with *a-* or *be-*<br><br>**Spelling Words**<br>**Basic Words:** *below, about, belong, around, again, alone, because, above, between, alive, behind, begin, along, before*<br>**Review Words:** *away, want*<br>**Challenge Words:** *awhile, beyond* | **Grammar Skill**<br>Correct Pronouns<br><br>**How English Works**<br>Modifying to Add Details | **Language Skills and Strategies**<br>**Collaborate:** Negotiate with Others<br>**Interpret:** Distinguish Effects of Word Choice<br>**Produce:** Prepare a Presentation<br>**How English Works:** Use Adverbs to Compare<br>**Vocabulary Network:** Words About Working Together | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Draft a Research Report<br><br>**Focus Trait**<br>Organization<br><br>**Write About Reading**<br>Performance Task |
| **Extended Reading** | **Trade Book**<br>Capoeira<br>**Genre:** Informational Text | **Target Strategies**<br>Analyze/Evaluate<br>Summarize<br>Visualize<br>Monitor/Clarify<br>Question | | Phrasing and Puncuation | **Read Aloud**<br>Come to a Capoeira Academy<br><br>Speaking/Listening: Identify Main Ideas and Supporting Details | **Content Vocabulary**<br>*drenched, sweat, sparked, curiosity, popular, challenging, academy, legends, identities, attack, defense, impressive, arching, sequences, aware, rhythm, chorus, aggressive, notches, instructors, crouch, tips, cartwheel, trickery, match, skill, cunning, improve, basic, permanent, fled, resisted, diseases, source, cultures, traditional, disguised, recognized, existed, afternoons, events, strike, train, strength, discipline, respect, elders, braided, martial*<br><br>**Domain-Specific Vocabulary**<br>*competitive, graceful, strategy, coordination, flexible* | **Integrated Language Arts Review**<br>Spelling Skills Review | **Integrated Language Arts Review**<br>Grammar Skills Review | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions to Negotiate; Provide Counterarguments<br>**Interpret:** Describe Ideas, Phenomena, and Text Elements; Listen Actively<br>**Produce:** Write a Report; Plan a Presentation<br>**How English Works:** Connect Ideas; Understand Reflexive Pronouns<br>**Vocabulary Network** | **Collaborative Project**<br>School Board Presentation<br><br>**Write About Media**<br><br>**Write About Reading** |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **1** | **Anchor Text**<br>Because of Winn-Dixie<br>**Genre**: Realistic Fiction<br><br>**Paired Selection**<br>Because of BookEnds<br>**Genre**: Informational Text | **Target Skill**<br>Story Structure<br><br>**Target Strategy**<br>Summarize<br><br>**Second Read Skills**<br>Point of View<br>Flashback | The VCV Syllable Pattern | Accuracy and Self-Correction | **Read Aloud**<br>Sideline Support<br><br>Speaking/Listening:<br>Paraphrase Text<br><br>**Speaking and Listening Skill**<br>How to Have a Literature Discussion | **Target/Academic Vocabulary**<br>*comfort, mention, mood, properly, intends, consisted, positive, advanced, peculiar, talent*<br><br>**Domain-Specific Vocabulary**<br>*citizen, resident, volunteer, public servant*<br><br>**Vocabulary Strategies**<br>Prefixes *re-, un-, dis-* | **Spelling Principle**<br>Short *a* and Long *a*<br><br>**Spelling Words**<br>**Basic Words:** *blade, gray, past, afraid, magic, delay, amaze, drain, maybe, break, sale, hang, stain, glass, raft, jail, crayon, fact, stale, steak*<br>**Review Words:** *skate, plan, chain, today, erase*<br>**Challenge Words:** *fraction, trait, champion, activity, graceful* | **Grammar Skill**<br>What Is a Sentence?<br><br>**How English Works**<br>Noun Phrases | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer Questions<br>**Interpret:** Text Elements: Character<br>**Produce:** Recount Experiences<br>**How English Works:** Identify Common Nouns<br>**Vocabulary Network:** Words About Friendship | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Descriptive Paragraph<br><br>**Writing Focus**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task |
| **2** | **Anchor Text**<br>My Brother Martin: A Sister Remembers Growing Up with the Rev. Dr. Martin Luther King Jr.<br>**Genre**: Biography<br><br>**Paired Selection**<br>Langston Hughes: A Poet and a Dreamer<br>**Genre:** Poetry | **Target Skill**<br>Author's Purpose<br><br>**Target Strategy**<br>Monitor/Clarify<br><br>**Second Read Skills**<br>Explain Historical Events<br>Idioms | Open and Closed Syllables | Phrasing: Pauses | **Read Aloud**<br>The Troublemaker Who Healed a Nation<br><br>Speaking/Listening:<br>Contribute to Group Discussions | **Target/Academic Vocabulary**<br>*injustice, numerous, segregation, nourishing, captured, dream, encounters, preferred, recall, example*<br><br>**Domain-Specific Vocabulary**<br>abolish, disobedience, slavery, reform<br><br>**Vocabulary Strategies**<br>Prefixes *in-, im- il-, ir-* | **Spelling Principle**<br>Short *e* and Long *e*<br><br>**Spelling Words**<br>**Basic Words:** *west, steep, member, gleam, fresh, freedom, speed, steam, beast, believe, speck, kept, cheap, pretend, greed, shelf, least, eager, reason, chief*<br>**Review Words:** *sweet, smell, spent, treat, leave*<br>**Challenge Words:** *echo, menu, creature, reveal, restaurant* | **Grammar Skill**<br>Kinds of Sentences<br><br>**How English Works**<br>Modifying to Add Details | **Language Skills and Strategies**<br>**Collaborate:** Follow Turn-Taking Rules<br>**Interpret:** Listen Actively to Ask and Answer Questions<br>**Produce:** Make a Presentation<br>**How English Works:** Identify Connecting Words<br>**Vocabulary Network:** Words About Changing the World | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Story<br><br>**Writing Focus**<br>Purpose<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Use Internet Sources |
| **3** | **Anchor Text**<br>My Librarian Is a Camel<br>**Genre**: Informational Text<br><br>**Paired Selection**<br>From Idea to Book<br>**Genre**: Informational Text | **Target Skill**<br>Cause and Effect<br><br>**Target Strategy**<br>Visualize<br><br>**Second Read Skills**<br>Interpret Visuals<br>Domain-Specific Vocabulary | The VCCV Syllable Pattern | Accuracy | **Read Aloud**<br>Bridging the Gap<br><br>Speaking/Listening:<br>Evaluate Language Choices | **Target/Academic Vocabulary**<br>*isolated, virtual, devour, remote, impassable, access, obtain, preserve, extremes, avid*<br><br>**Domain-Specific Vocabulary**<br>*demographics, censorship, public domain, public opinion*<br><br>**Vocabulary Strategies**<br>Using Context | **Spelling Principle**<br>Short *i* and Long *i*<br><br>**Spelling Words**<br>**Basic Words:** *skill, crime, grind, tonight, brick, flight, live, chill, delight, build, ditch, decide, witness, wind, district, inch, sigh, fright, remind, split*<br>**Review Words:** *gift, tight, sight, blind, shiny*<br>**Challenge Words:** *ignorant, recognize, advice, twilight, rigid* | **Grammar Skill**<br>Quotations<br><br>**How English Works**<br>Text Structure | **Language Skills and Strategies**<br>**Collaborate:** Affirm Others<br>**Interpret:** Determine the Meanings of Unknown Words<br>**Produce:** Write a Story<br>**How English Works:** Use Connecting Words<br>**Vocabulary Network:** Words About Volunteering | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Dialogue<br><br>**Writing Focus**<br>Conventions<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Take Notes and Categorize Information |

JOURNEYS

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **4** | **Anchor Text**<br>The Power of W.O.W.!<br>**Genre**: Play<br><br>**Paired Selection**<br>The Kid's Guide to Money<br>**Genre**: Informational Text | **Target Skill**<br>Theme<br><br>**Target Strategy**<br>Analyze/Evaluate<br><br>**Second Read Skills**<br>Elements of Drama<br>Allusion | VCV and VCCV Syllable Patterns | Intonation | **Read Aloud**<br>Bookmobile Rescue<br><br>Speaking/Listening: Demonstrate Active Listening<br><br>**Speaking and Listening Skill**<br>Recount an Experience | **Target/Academic Vocabulary**<br>*assist, burglaries, innocent, scheme, regretfully, misjudged, suspect, favor, speculated, prior*<br><br>**Domain-Specific Vocabulary**<br>*charity, coalition, involvement, community service*<br><br>**Vocabulary Strategies**<br>Prefixes *non-, mis-* | **Spelling Principle**<br>Short *o* and Long *oo*<br><br>**Spelling Words**<br>**Basic Words:** *block, shown, oatmeal, wrote, fellow, scold, coast, odd, locate, slope, throat, host, online, shock, solve, known, remote, stock, boast, globe*<br>**Review Words:** *foam, shadow, clock, glow, coach*<br>**Challenge Words:** *bonus, approach, motion, continent, accomplish* | **Grammar Skill**<br>Fragments and Run-On Sentences<br><br>**How English Works**<br>Verb Phrases | **Language Skills and Strategies**<br>**Collaborate:** Add Relevant Information<br>**Interpret:** Evaluate Language Choices<br>**Produce:** Plan a Presentation<br>**How English Works:** Use Connecting Words to Link Ideas<br>**Vocabulary Network:** Words About Helping | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Fictional Narrative: Prewrite<br><br>**Writing Focus**<br>Organization<br><br>**Write About Reading**<br>Organization |
| **5** | **Anchor Text**<br>Stormalong<br>**Genre**: Tall Tale<br><br>**Paired Selection**<br>Hoderi the Fisherman<br>**Genre**: Play/Folk Tale | **Target Skill**<br>Understanding Characters<br><br>**Target Strategy**<br>Infer/Predict<br><br>**Second Read Skills**<br>Hyperbole<br>Point of View | Homophones | Expression | **Read Aloud**<br>Mighty Joe Magarac<br><br>Speaking/Listening: Analyze Language Choices<br><br>**Speaking and Listening Skill**<br>Literature Discussion | **Target/Academic Vocabulary**<br>*yearning, memorable, betrayed, condition, seafaring, shortage, tidal, outcast, foaming, horrified*<br><br>**Domain-Specific Vocabulary**<br>*lifestyle, tolerance, values, social rules*<br><br>**Vocabulary Strategies**<br>Reference Materials | **Spelling Principle**<br>Homophones<br><br>**Spelling Words**<br>**Basic Words:** *wait, weight, heard, herd, days, daze, heel, heal, peak, peek, sent, cent, scent, feet, feat, vain, vane, vein, miner, minor*<br>**Review Words:** *it's, its, their, there, they're*<br>**Challenge Words:** *raise, raze, rays, principal, principle* | **Grammar Skill**<br>Proper Nouns<br><br>**How English Works**<br>Text Cohesion | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions and Ideas<br>**Interpret:** Distinguish Effects of Word Choices<br>**Produce:** Write a Drama<br>**How English Works:** Use Prepositions to Add Details<br>**Vocabulary Network:** Words About Storytelling | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Imaginative Story: Draft, Revise, Edit, Publish<br><br>**Writing Focus**<br>Conventions<br><br>**Write About Reading**<br>Performance Task |
| **Performance Task** | **Anchor Text**<br>My Librarian Is a Camel<br>**Genre:** Informational Text<br><br>**Supporting Text**<br>Because of BookEnds<br>**Genre:** Informational Text | | | | | | | **Grammar Review**<br>Kinds of Sentences, Quotation Marks | | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Story |

JOURNEYS

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **6** | **Anchor Text**<br>Invasion from Mars<br>**Genre**: Play<br><br>**Paired Selection**<br>The History of Radio<br>**Genre**: Informational Text | **Target Skill**<br>Story Structure<br><br>**Target Strategy**<br>Infer/Predict<br><br>**Second Read Skills**<br>Elements of Drama<br>Formal and Informal Language | Common Consonant Patterns: Digraphs | Expression | **Read Aloud**<br>The Tunguska Event<br><br>Speaking/Listening: Join Ideas in a Sentence<br><br>**Speaking and Listening Skill**<br>Listen to a Recording | **Target/Academic Vocabulary**<br>*alarmed, reacted, convey, daring, awe, luminous, indescribable, extraordinary, fade, conferring*<br><br>**Domain-Specific Vocabulary**<br>*broadcast, correspondent, journalism, public relations*<br><br>**Vocabulary Strategies**<br>Suffixes *-y, -ous* | **Spelling Principle**<br>Vowel Sounds: Short *u* and Long *u*, /yo͞o/, /o͞o/<br><br>**Spelling Words**<br>**Basic Words:** *bunch, fruit, argue, crumb, crew, tune, juice, refuse, truth, young, clue, trunk, amuse, suit, rude, trust, dew, stuck, rescue, brush*<br>**Review Words:** *drew, true, cube, Sunday, stuff*<br>**Challenge Words:** *computer, mustard, tissue, customer, attitude* | **Grammar Skill**<br>Verbs<br><br>**How English Works**<br>Using Verb Tenses | **Language Skills and Strategies**<br>**Collaborate:** Gain and/or Hold the Floor<br>**Interpret:** Distinguish Effects of Words and Shades of Meaning<br>**Produce:** Plan a Presentation<br>**How English Works:** Use Conjunctions to Connect Ideas<br>**Vocabulary Network:** Words About Performances | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>News Report<br><br>**Writing Focus**<br>Organization<br><br>**Write About Reading**<br>Performance Task |
| **7** | **Anchor Text**<br>Coming Distractions: Questioning Movies<br>**Genre**: Informational Text<br><br>**Paired Selection**<br>How Do They Do That?<br>**Genre**: Informational Text | **Target Skill**<br>Fact and Opinion<br><br>**Target Strategy**<br>Summarize<br><br>**Second Read Skills**<br>Explain Concepts and Ideas<br>Domain-Specific Vocabulary | Common Consonant Patterns: Clusters | Phrasing: Punctuation | **Read Aloud**<br>Steven Spielberg: A Filmmaker's Journey<br><br>Speaking/Listening: Identify Sequence | **Target/Academic Vocabulary**<br>*entertaining, promote, focus, advertise, jolts, critics, target, thrilling, angles, generated*<br><br>**Domain-Specific Vocabulary**<br>*studio, producer, release, manipulate*<br><br>**Vocabulary Strategies**<br>Greek and Latin Word Parts<br>*phon, photo, graph, auto, tele* | **Spelling Principle**<br>Vowel Sounds: /o͞o/, /o͝o/<br><br>**Spelling Words**<br>**Basic Words:** *bloom, cookbook, tool, shampoo, put, wool, stool, proof, prove, group, brook, foolish, bush, crooked, booth, raccoon, hook, groom, roof, soup*<br>**Review Words:** *stood, spoon, shook, balloon, tooth*<br>**Challenge Words:** *bulletin, cocoon, cushion, proofread, marooned* | **Grammar Skill**<br>Verb Tenses<br><br>**How English Works**<br>Text Structure | **Language Skills and Strategies**<br>**Collaborate:** Negotiate with Others in Conversations and Add Ideas<br>**Interpret:** Analyze Text Elements: Main Idea<br>**Produce:** Write a Procedure<br>**How English Works:** Understand Pronoun Referents<br>**Vocabulary Network:** Words About Communication | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Informational Paragraph<br><br>**Writing Focus**<br>Evidence<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Gather Relevant Information |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **8** | **Anchor Text**<br>Me and Uncle Romie<br>**Genre**: Realistic Fiction<br><br>**Paired Selection**<br>Sidewalk Artists<br>**Genre**: Readers' Theater | **Target Skill**<br>Understanding Characters<br><br>**Target Strategy**<br>Visualize<br><br>**Second Read Skills**<br>Point of View<br>Theme | Stressed and Unstressed Syllables | Stress | **Read Aloud**<br>Jazzy Jasmine<br><br>Speaking/Listening: Organize and Express Ideas<br><br>**Speaking and Listening Skill**<br>Hold a Literature Discussion | **Target/Academic Vocabulary**<br>*glorious, studio, concerned, model, smeared, ruined, yanked, streak, schedule, feast*<br><br>**Domain-Specific Vocabulary**<br>*craftsmanship, aesthetics, exhibition, representation*<br><br>**Vocabulary Strategies**<br>Figurative Language | **Spelling Principle**<br>Vowel Sounds: /ou/, /ô/<br><br>**Spelling Words**<br>**Basic Words:** *aloud, bald, hawk, south, faucet, proud, claw, tower, stalk, couple, howl, false, dawn, allow, drown, pause, fault, cause, amount, cloudier*<br>**Review Words:** *awful, power, sound, almost, thousand*<br>**Challenge Words:** *applaud, foul, browse, gnaw, doubt* | **Grammar Skill**<br>Progressive Verb Tenses<br><br>**How English Works**<br>Connecting Ideas | **Language Skills and Strategies**<br>**Collaborate:** Express Likes and Dislikes and a Counterargument<br>**Interpret:** Listen Actively<br>**Produce:** Make a Presentation<br>**How English Works:** Expand Noun Phrases<br>**Vocabulary Network:** Words About Art | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Book Report<br><br>**Writing Focus**<br>Purpose<br><br>**Write About Reading**<br>Performance Task |
| **9** | **Anchor Text**<br>Dear Mr. Winston<br>**Genre**: Realistic Fiction<br><br>**Paired Selection**<br>Field Guide to Snakes of the Southwest<br>**Genre**: Informational Text | **Target Skill**<br>Conclusions and Generalizations<br><br>**Target Strategy**<br>Question<br><br>**Second Read Skills**<br>Understanding Characters<br>Humor | Common Beginning Syllables | Accuracy | **Read Aloud**<br>Is Sasquatch Out There?<br><br>Speaking/Listening: Contribute to Group Discussions | **Target/Academic Vocabulary**<br>*fault, borrow, reference, fainted, genuine, local, apologize, proof, slimy, insisted*<br><br>**Domain-Specific Vocabulary**<br>*reference material, database, retrieval, bibliography*<br><br>**Vocabulary Strategies**<br>Antonyms | **Spelling Principle**<br>Vowel +/r/ Sounds<br><br>**Spelling Words**<br>**Basic Words:** *spark, prepare, cheer, tear, scarf, scare, repair, earring, scarce, weird, sharp, rear, spare, gear, hairy, compare, alarm, harsh, upstairs, square*<br>**Review Words:** *air, clear, large, pair, chair*<br>**Challenge Words:** *weary, startle, appear, barnacle, awareness* | **Grammar Skill**<br>Compound and Complex Sentences<br><br>**How English Works**<br>Using Noun Phrases | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions<br>**Interpret:** Determine Meanings of Unknown Words<br>**Produce:** Select Language Resources<br>**How English Works:** Use Verbs and Verb Phrases<br>**Vocabulary Network:** Words About Researching | **Writing Mode**<br>Informational Writing<br><br>**Writing Form**<br>Explanatory Essay: Prewrite<br><br>**Writing Focus**<br>Evidence<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Investigate a Topic |
| **10** | **Anchor Text**<br>José! Born to Dance<br>**Genre**: Biography<br><br>**Paired Selection**<br>Dance to the Beat<br>**Genre**: Poetry | **Target Skill**<br>Author's Purpose<br><br>**Target Strategy**<br>Analyze/Evaluate<br><br>**Second Read Skills**<br>Simile and Metaphor<br>**Genre:** Biography | Vowel + *r* in Multi-Syllable Words | Intonation | **Read Aloud**<br>Mexican Dove<br><br>Speaking/Listening: Demonstrate Active Listening<br><br>**Speaking and Listening Skill**<br>Recount an Experience | **Target/Academic Vocabulary**<br>*debut, stubborn, permission, hauling, mournful, towered, triumph, discouraged, toured, border*<br><br>**Domain-Specific Vocabulary**<br>*choreography, dynamic, intermission, troupe*<br><br>**Vocabulary Strategies**<br>Shades of Meaning | **Spelling Principle**<br>More Vowel + /r/ Sounds<br><br>**Spelling Words**<br>**Basic Words:** *learn, dirty, worn, sore, thirst, burn, record, cure, board, course, worth, early, return, pure, world, search, worse, thirteen, sport, current*<br>**Review Words:** *first, hurt, work, third, storm*<br>**Challenge Words:** *curious, thorough, earnest, portion, foreign* | **Grammar Skill**<br>Pronouns<br><br>**How English Works**<br>Using Verb Types | **Language Skills and Strategies**<br>**Collaborate:** Adapt Language Choices<br>**Interpret:** Evaluate Language Choices<br>**Produce:** Plan a Presentation<br>**How English Works:** Modify to Add Details<br>**Vocabulary Network:** Words About Dance | **Writing Mode**<br>Informational Writing<br><br>**Writing Form**<br>Explanatory Essay: Draft, Revise, Edit, Publish<br><br>**Writing Focus**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **Performance Task** | **Anchor Text**<br>Me and Uncle Romie<br>**Genre:** Realistic Fiction<br><br>**Anchor Text**<br>Dear Mr. Winston<br>**Genre:** Realistic Fiction | | | | | | | **Grammar Review**<br>Compound Sentences, Verb Tenses | | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Literary Analysis Essay |
| **Extended Reading** | **Trade Book**<br>Discovering Mars: The Amazing Story of the Red Planet<br>**Genre:** Informational Text | **Target Strategies**<br>Summarize<br>Visualize<br>Analyze/Evaluate<br>Monitor/Clarify | | Accuracy and Self-Correction | **Read Aloud**<br>Over the Moon<br><br>Speaking/Listening: Use Transition Words | **Content Vocabulary Words**<br>*sphere, astronomers, telescope, poles, ange, conquest, diameter, craters, mammoth, solar system, basin, base, colossal, advanced, cosmic, rays, ultraviolet, microbes, roving, shuttles, gravity, cargo, mass, scheme, permafrost, sustain, ozone, atmosphere*<br><br>**Domain-Specific Vocabulary**<br>*orbit, constellation, asteroid, space probe* | **Integrated Language Arts Review**<br>Spelling Skills Review | **Integrated Language Arts Review**<br>Grammar Skills Review | **Language Skills and Strategies**<br>**Collaborate:** Adapt Language; Adjust Language for Purpose, Task, Audience<br>**Interpret:** Determine Meanings of Unknown Words; Evaluate Language Choices<br>**Produce:** Write an Explanation; Plan a Speech<br>**How English Works:** Regular and Irregular Past Tense Verbs; Identify and Use Noun Phrases<br>**Vocabulary Network** | **Collaborative Project**<br>Mars Expedition Seminar<br><br>**Write About Media**<br><br>**Write About Reading** |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **11** | **Anchor Text**<br>Hurricanes: Earth's Mightiest Storms<br>**Genre**: Informational Text<br><br>**Paired Selection**<br>Recovering from Katrina<br>**Genre**: Newspaper Article | **Target Skill**<br>Text and Graphic Features<br><br>**Target Strategy**<br>Infer/Predict<br><br>**Second Read Skills**<br>Explain Scientific Ideas Text Structure | Compound Words | Phrasing: Punctuation | **Read Aloud**<br>The Big Storm<br><br>Speaking/Listening: Use Transition Words | **Target/Academic Vocabulary**<br>*whirling, rapidly, condense, source, rotating, rage, experience, ancient, predict, registered*<br><br>**Domain-Specific Vocabulary**<br>*barometer, humidity, pressure, condensation*<br><br>**Vocabulary Strategies**<br>Suffixes *-ful, -less, -ness, -ment* | **Spelling Principle**<br>Compound Words<br><br>**Spelling Words**<br>**Basic Words:** *somebody, fireplace, nearby, toothbrush, homesick, make-believe, anything, all right, goodbye, forehead, classmate, flashlight, haircut, twenty-two, driveway, alarm clock, baby-sit, airport, forever, mailbox*<br>**Review Words:** *birthday, anyone, everything, without, sometimes*<br>**Challenge Words:** *field trip, absent-minded, life jacket, skyscraper, nevertheless* | **Grammar Skill**<br>Frequently Confused Words<br><br>**How English Works**<br>Text Cohesion | **Language Skills and Strategies**<br>**Collaborate:** Adapt Language Choices for Purpose, Task, and Audience<br>**Interpret:** Analyze Language Choices<br>**Produce:** Plan an Exposition<br>**How English Works:** Use Compound and Complex Sentences<br>**Vocabulary Network:** Words About Weather | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Persuasive Paragraph<br><br>**Writing Focus**<br>Purpose<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Conduct a Research Project |
| **12** | **Anchor Text**<br>The Earth Dragon Awakes<br>**Genre**: Historical Fiction<br><br>**Paired Selection**<br>Twisters<br>**Genre**: Informational Text | **Target Skill**<br>Sequence of Events<br><br>**Target Strategy**<br>Visualize<br><br>**Second Read Skills**<br>Conclusions and Generalizations<br>Author's Word Choice | Base Words and Endings | Rate | **Read Aloud**<br>Safe from Harm<br><br>Speaking/Listening: Paraphrase Text<br><br>**Speaking and Listening Skill**<br>Paraphrase Information in Diverse Media | **Target/Academic Vocabulary**<br>*trembles, wreckage, slab, possessions, tenement, crushing, rubble, debris, timbers, constructed*<br><br>**Domain-Specific Vocabulary**<br>*core, crust, epicenter, landform, rock*<br><br>**Vocabulary Strategies**<br>Synonyms | **Spelling Principle**<br>Words with *-ed* or *-ing*<br><br>**Spelling Words**<br>**Basic Words:** *rising, traced, stripped, slammed, dancing, striped, winning, snapping, bragging, handled, dripped, begged, dared, skipped, hitting, spotted, raced, dimmed, spinning, escaped*<br>**Review Words:** *changing, joking, swimming, wrapped, tapping*<br>**Challenge Words:** *urged, striving, whipped, breathing, quizzed* | **Grammar Skill**<br>Possessive Nouns<br><br>**How English Works**<br>Text Cohesion | **Language Skills and Strategies**<br>**Collaborate:** Follow Turn-Taking Rules<br>**Interpret:** Analyze Language Choices<br>**Produce:** Prepare a Presentation<br>**How English Works:** Condense Clauses<br>**Vocabulary Network:** Words About Natural Disasters | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Problem-Solution Composition<br><br>**Writing Focus**<br>Organization<br><br>**Write About Reading**<br>Performance Task |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **13** | **Anchor Text**<br>Antarctic Journal: Four Months at the Bottom of the World<br>**Genre**: Narrative Nonfiction<br><br>**Paired Selection**<br>Cold, Cold Science<br>**Genre**: Informational Text | **Target Skill**<br>Sequence of Events<br><br>**Target Strategy**<br>Summarize<br><br>**Second Read Skills**<br>Simile and Metaphor<br>Domain-Specific Vocabulary | Recognizing Common Word Parts | Phrasing: Pauses | **Read Aloud**<br>On My Way to Meet the Khan: Excerpts from Marco Polo's Adventures<br><br>Speaking/Listening: Review Key Ideas<br><br>**Speaking and Listening Skill**<br>Discuss to Compare and Contrast Accounts | **Target/Academic Vocabulary**<br>*display, alert, weariness, fractured, standards, vision, huddle, graceful, stranded, concluded*<br><br>**Domain-Specific Vocabulary**<br>*ecosystem, food web, energy, resource*<br><br>**Vocabulary Strategies**<br>Greek and Latin Word Parts<br>*spect, struct, tele, vis* | **Spelling Principle**<br>More Words with *-ed* or *-ing*<br><br>**Spelling Words**<br>**Basic Words:** *wiped, covered, mapped, pleasing, slipped, putting, traveled, seeking, visiting, mixed, shipped, phoning, offered, smelling, hiking, checking, fainted, landed, becoming, wandering*<br>**Review Words:** *fixing, saving, stared, dropped, grinning*<br>**Challenge Words:** *amusing, entertained, admitted, stunning, starving* | **Grammar Skill**<br>Modal Auxiliaries<br><br>**How English Works**<br>Using Verb Tenses | **Language Skills and Strategies**<br>**Collaborate:** Respond Using Gestures and Words<br>**Interpret:** Describe Ideas, Phenomena, and Text Elements<br>**Produce:** Write a Retelling<br>**How English Works:** Understand Personal Pronouns<br>**Vocabulary Network:** Words About Interdependence | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Persuasive Letter<br><br>**Writing Focus**<br>Evidence<br><br>**Write About Reading**<br>Performance Task |
| **14** | **Anchor Text**<br>The Life and Times of the Ant<br>**Genre**: Informational Text<br><br>**Paired Selection**<br>The Dove and the Ant<br>**Genre**: Fable/Traditional Tale | **Target Skill**<br>Text and Graphic Features<br><br>**Target Strategy**<br>Question<br><br>**Second Read Skills**<br>Explain Scientific Concepts and Ideas<br>Author's Purpose | Recognizing Suffixes | Stress | **Read Aloud**<br>Wicked Wind<br><br>Speaking/Listening: Adapt Language Choices | **Target/Academic Vocabulary**<br>*social, exchanges, excess, reinforce, storage, transport, chamber, scarce, obstacles, transfers*<br><br>**Domain-Specific Vocabulary**<br>*arthropod, exoskeleton, larva, invertebrate*<br><br>**Vocabulary Strategies**<br>Suffixes *-able, -ible* | **Spelling Principle**<br>Final Long *e*<br><br>**Spelling Words**<br>**Basic Words:** *turkey, lonely, colony, steady, hungry, valley, hockey, starry, melody, movie, duty, drowsy, chimney, plenty, daily, alley, fifty, empty, injury, prairie*<br>**Review Words:** *cherry, jelly, sticky, worry, curly*<br>**Challenge Words:** *envy, fiery, mercy, discovery, mystery* | **Grammar Skill**<br>Participles<br><br>**How English Works**<br>Modifying to Add Details | **Language Skills and Strategies**<br>**Collaborate:** Ask Relevant Questions<br>**Interpret:** Listen Actively<br>**Produce:** Plan a Presentation<br>**How English Works:** Use Present Tense Verbs<br>**Vocabulary Network:** Words About Living Things | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Persuasive Essay: Prewrite<br><br>**Writing Focus**<br>Purpose<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Take Notes and Categorize Information |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **15** | **Anchor Text**<br>Ecology for Kids<br>**Genre**: Informational Text<br><br>**Paired Selection**<br>Wonderful Weather: "Fog," "Weather," "Umbrella," "Spring Rain," and "Weatherbee's Diner"<br>**Genre**: Poetry | **Target Skill**<br>Main Ideas and Details<br><br>**Target Strategy**<br>Monitor/Clarify<br><br>**Second Read Skills**<br>Author's Word Choice<br>Analyze an Argument | Three-Syllable Words | Expression | **Read Aloud**<br>Forests Are Forever<br><br>Speaking/Listening: Use Precise Vocabulary | **Target/Academic Vocabulary**<br>*organisms, directly, affect, traces, vast, habitats, variety, species, banned, radiation*<br><br>**Domain-Specific Vocabulary**<br>*conversation, extinction, endangered, erosion, climate*<br><br>**Vocabulary Strategies**<br>Using Context | **Spelling Principle**<br>Changing Final *y* to *i*<br><br>**Spelling Words**<br>**Basic Words:** *tiniest, hobbies, copied, countries, pitied, easier, laziest, families, spied, happiest, ladies, friendlier, studied, busier, breezier, prettiest, noisier, healthier, butterflies funniest*<br>**Review Words:** *hurried, stories, carried, pennies, babies*<br>**Challenge Words:** *heaviest, categories, communities, multiplied, qualities* | **Grammar Skill**<br>Irregular Verbs<br><br>**How English Works**<br>Condensing Ideas | **Language Skills and Strategies**<br>**Collaborate:** Add Relevant Information<br>**Interpret:** Determine Meanings of Unknown Words<br>**Produce:** Write a Procedure<br>**How English Works:** Recognize Adjectives and Nouns<br>**Vocabulary Network:** Words About Friendship | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Persuasive Essay: Draft, Revise, Edit, Publish<br><br>**Writing Focus**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Conduct a Research Project |
| **Performance Task** | **Anchor Text**<br>Antarctic Journal<br>**Genre:** Informational Text<br><br>**Paired Selection**<br>Cold, Cold Science<br>**Genre:** Informational Text | | | | | | | **Grammar Review**<br>Types of Sentences, Punctuation | | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Opinion Essay |

JOURNEYS

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **16** | **Anchor Text**<br>Riding Freedom<br>**Genre**: Historical Fiction<br><br>**Paired Selection**<br>Spindletop<br>**Genre**: Informational Text | **Target Skill**<br>Compare and Contrast<br><br>**Target Strategy**<br>Monitor/Clarify<br><br>**Second Read Skills**<br>Personification<br>Genre: Historical Fiction | Sound/Spelling Changes | Rate | **Read Aloud**<br>Getting the Story<br><br>Speaking/Listening: Support Opinions with Text Evidence<br><br>**Speaking and Listening Skill**<br>Report on a Text | **Target/Academic Vocabulary**<br>*escorted, swelled, relied, reputation, worthy, churning, situation, deserve, defended, satisfied*<br><br>**Domain-Specific Vocabulary**<br>*frontier, pioneer, expansion, territory*<br><br>**Vocabulary Strategies**<br>Figurative Language | **Spelling Principle**<br>Spelling /k/, /ng/, and /kw/<br><br>**Spelling Words**<br>**Basic Words:** *risky, track, topic, blank, question, pocket, monkey, junk, equal, ache, public, attack, struck, earthquake, picnic, banker, electric, blanket, mistake, stomach*<br>**Review Words:** *quick, squeeze, shark, second, circus*<br>**Challenge Words:** *request, skeleton, peculiar, attic, reckless* | **Grammar Skill**<br>Adjectives<br><br>**How English Works**<br>Connecting Ideas | **Language Skills and Strategies**<br>**Collaborate:** Building on Responses<br>**Interpret:** Evaluate Language Choices<br>**Produce:** Plan a Presentation<br>**How English Works:** Expand Sentences with Adverbs<br>**Vocabulary Network:** Words About Success | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Descriptive Paragraph<br><br>**Writing Focus**<br>Development<br><br>**Write About Reading**<br>Performance Task |
| **17** | **Anchor Text**<br>The Right Dog for the Job: Ira's Path from Service Dog to Guide Dog<br>**Genre**: Narrative Nonfiction<br><br>**Paired Selection**<br>Knowing Noses: Search-and-Rescue Dogs<br>**Genre**: Informational Text | **Target Skill**<br>Sequence of Events<br><br>**Target Strategy**<br>Summarize<br><br>**Second Read Skills**<br>Main Idea and Details<br>Domain-Specific Vocabulary | More Sound/Spelling Changes | Intonation | **Read Aloud**<br>Let Me Be Brave<br><br>Speaking/Listening: Use Connecting Words<br><br>**Speaking and Listening Skill**<br>Literature Discussion | **Target/Academic Vocabulary**<br>*reward, graduate, symbol, foster, disobey, confidence, patiently, confesses, ceremony, performs*<br><br>**Domain-Specific Vocabulary**<br>*safety, well-being, lifestyle, precaution*<br><br>**Vocabulary Strategies**<br>Suffixes *-ion, -ation, -ition* | **Spelling Principle**<br>Words with Final /j/ and /s/<br><br>**Spelling Words**<br>**Basic Words:** *glance, judge, damage, package, twice, stage, carriage, since, practice, marriage, baggage, office, message, bridge, chance, notice, ridge, manage, palace, bandage*<br>**Review Words:** *once, dance, change, age, bounce*<br>**Challenge Words:** *fringe, average, fleece, fragrance, excellence* | **Grammar Skill**<br>Adverbs<br><br>**How English Works**<br>Text Cohesion | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer Questions and Provide Feedback<br>**Interpret:** Analyze Language Choices<br>**Produce:** Write an Information Report<br>**How English Works:** Connect Ideas<br>**Vocabulary Network:** Words About Animal Training | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Friendly Letter<br><br>**Writing Focus**<br>Purpose<br><br>**Write About Reading**<br>Performance Task |

JOURNEYS

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **18** | **Anchor Text**<br>Hercules' Quest<br>**Genre**: Myth<br><br>**Paired Selection**<br>Zomo's Friends<br>**Genre**: Folktale | **Target Skill**<br>Story Structure<br><br>**Target Strategy**<br>Question<br><br>**Second Read Skills**<br>Theme<br>Allusion | Recognizing Prefixes *re-, un-, dis-* | Accuracy and Self-Correction | **Read Aloud**<br>Theseus and the Minotaur<br><br>Speaking/Listening: Paraphrase<br><br>**Speaking and Listening Skill**<br>Tell a Story | **Target/Academic Vocabulary**<br>*acquire, unfortunate, coerce, boasted, beamed, glared, ceased, declared, devised, resourceful*<br><br>**Domain-Specific Vocabulary**<br>*legacy, mythology, tradition, quest*<br><br>**Vocabulary Strategies**<br>Adages and Proverbs | **Spelling Principle**<br>Prefixes: *re-, un-, dis-*<br><br>**Spelling Words**<br>**Basic Words:** *unused, refresh, dislike, replace, unpaid, redo, disorder, unplanned, distrust, rewind, untrue, unload, recall, displease, uneven, rebuild, restart, uncover, untidy, discolor*<br>**Review Words:** *reuse, unfair, rewrite, unclear, untie*<br>**Challenge Words:** *disband, rearrange, discontinue, refund, unusual* | **Grammar Skill**<br>Prepositions and Prepositional Phrases<br><br>**How English Works**<br>Using Verb Tenses | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions<br>**Interpret:** Analyze Language Choices<br>**Produce:** Plan a Speech<br>**How English Works:** Condense Ideas<br>**Vocabulary Network:** Words About Heroic Characters | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Story<br><br>**Writing Focus**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task |
| **19** | **Anchor Text**<br>Harvesting Hope: The Story of Cesar Chavez<br>**Genre**: Biography<br><br>**Paired Selection**<br>The Edible Schoolyard<br>**Genre**: Informational Text | **Target Skill**<br>Conclusions and Generalizations<br><br>**Strategy**<br>Infer/Predict<br><br>**Second Read Skills**<br>Idioms<br>Problem and Solution | More Common Suffixes | Stress | **Read Aloud**<br>The Father of India<br><br>Speaking/Listening: Offer Opinions | **Target/Academic Vocabulary**<br>*overcome, association, capitol, drought, dedicate, publicity, violence, conflicts, horizon, brilliant*<br><br>**Domain-Specific Vocabulary**<br>*agronomy, commerce, cultivate subsistence*<br><br>**Vocabulary Strategies**<br>Reference Materials | **Spelling Principle**<br>Suffixes: *-ful, -less, -ness, -ment*<br><br>**Spelling Words**<br>**Basic Words:** *colorful, weakness, movement, endless, truthful, illness, cheerful, useless, beautiful, restless, clumsiness, pavement, peaceful, fondness, neatness, speechless, statement, wasteful, penniless, treatment*<br>**Review Words:** *kindness, careful, sickness, helpless, fearful*<br>**Challenge Words:** *numbness, ailment, resourceful, cleanliness, appointment* | **Grammar Skill**<br>Relative Pronouns and Adverbs<br><br>**How English Works**<br>Condensing Ideas | **Language Skills and Strategies**<br>**Collaborate:** Gain and/or Hold the Floor<br>**Interpret:** Describe Ideas<br>**Produce:** Write a Description<br>**How English Works:** Understand Text Structure<br>**Vocabulary Network:** Words About Agriculture | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Personal Narrative: Prewrite<br><br>**Writing Focus**<br>Organization<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Gather Relevant Information |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **20** | **Anchor Text**<br>Sacagawea<br>**Genre**: Biography<br><br>**Paired Selection**<br>Native American Nature Poetry<br>**Genre**: Poetry | **Target Skill**<br>Main Ideas and Details<br><br>**Strategy**<br>Visualize<br><br>**Second Read Skills**<br>Onomatopoeia<br>Text Structure | VCCV Pattern and Word Parts | Phrasing: Punctuation | **Read Aloud**<br>Race Against Death<br><br>Speaking/Listening: Use Complete Sentences<br><br>**Speaking and Listening Skill**<br>Paraphrase Text Read Aloud | **Target/Academic Vocabulary**<br>*territory, accompany, proposed, interpreter, duty, supplies, route, corps, clumsy, landmark*<br><br>**Domain-Specific Vocabulary**<br>*cultural identity, language, celebration, indigenous*<br><br>**Vocabulary Strategies**<br>Shades of Meaning | **Spelling Principle**<br>Words with VCCV Pattern<br><br>**Spelling Words**<br>**Basic Words:** *million, collect, lumber, pepper, plastic, borrow, support, thirty, perfect, attend, canyon, traffic, fortune, danger, soccer, engine, picture, survive, seldom, effort*<br>**Review Words:** *until, invite, happen, forget, letter*<br>**Challenge Words:** *occur, venture, challenge, rascal, splendid* | **Grammar Skill**<br>Abbreviations<br><br>**How English Works**<br>Using Noun Phrases | **Language Skills and Strategies**<br>**Collaborate:** Gain and/or Hold the Floor<br>**Interpret:** Describe Ideas<br>**Produce:** Write a Description<br>**How English Works:** Introduce Possessive Pronouns<br>**Vocabulary Network:** Words About Expeditions | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Personal Narrative: Draft, Revise, Edit, Publish<br><br>**Writing Focus**<br>Conventions<br><br>**Write About Reading**<br>Performance Task |
| **Performance Task** | **Anchor Text**<br>Riding Freedom<br>**Genre:** Realistic Fiction<br><br>**Anchor Text**<br>Hercules' Quest<br>**Genre:** Myth | | | | | | | **Grammar Review**<br>Types of Sentences, Punctuation | | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Response to Literature |
| **Extended Reading** | **Trade Book**<br>Horses<br>**Genre:** Informational Text | **Target Strategies**<br>Monitor/Clarify<br>Visualize<br>Infer/Predict | | Expression | **Read Aloud**<br>The Horse in Mongolian Culture<br><br>Speaking/Listening: Explain Historical Events | **Content Vocabulary Words**<br>*ancestor, grazing, faint, sensitive, sense, nuzzling, dominant, gaits, stride, markings, bays, roans, duns, offspring, feral, moors, mounted, bareback, shod*<br><br>**Domain-Specific Vocabulary**<br>*tame, animal husbandry, feral, breeding, herd* | **Integrated Language Arts Review**<br>Spelling Skills Review | **Integrated Language Arts Review**<br>Grammar Skills Review | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer *wh-* Questions; Offer Opinions to Negotiate<br>**Interpret:** Analyze Language Choices<br>**Produce:** Write a Recount; Plan a Presentation<br>**How English Works:** Modify to Add Details; Use Nouns and Noun Phrases<br>**Vocabulary Network** | **Collaborative Project**<br>Domestication Documentary<br><br>**Write About Media**<br><br>**Write About Reading** |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **21** | **Anchor Text**<br>The World According to Humphrey<br>**Genre**: Fantasy<br><br>**Paired Selection**<br>Make the Switch<br>**Genre**: Advertisement | **Target Skill**<br>Theme<br><br>**Target Strategy**<br>Summarize<br><br>**Second Read Skills**<br>Idioms<br>Point of View | VCV Pattern and Word Parts | Accuracy | **Read Aloud**<br>Fun and Games on the Range<br><br>Speaking/Listening: Paraphrase<br><br>**Speaking and Listening Skill**<br>Literature Discussion | **Target/Academic Vocabulary**<br>*appreciate, blaring, combination, promptly, introduce, nocturnal, feats, effort, suggest, racket*<br><br>**Vocabulary Strategies**<br>Using Context | **Spelling Principle**<br>Words with VCV Pattern<br><br>**Spelling Words**<br>**Basic Words:** *event, humor, rapid, music, relief, planet, detail, unite, frozen, figure, siren, polite, hotel, protest, punish, defend, relay, habit, student, moment*<br>**Review Words:** *alive, open, orange, begin, forest*<br>**Challenge Words:** *rumor, jealous, license, image, rival* | **Grammar Skill**<br>Comparative and Superlative Adjectives and Adverbs<br><br>**How English Works**<br>Connecting Ideas | **Language Skills and Strategies**<br>**Collaborate:** Persuade Others in Conversation<br>**Interpret:** Determine Meaning of Unfamiliar Words<br>**Produce:** Write a Story<br>**How English Works:** Use Verbs and Verb Phrases<br>**Vocabulary Network:** Words About Technology | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Summary<br><br>**Writing Focus**<br>Evidence<br><br>**Write About Reading**<br>Performance Task |
| **22** | **Anchor Text**<br>I Could Do That! Esther Morris Gets Women the Vote<br>**Genre**: Biography<br><br>**Paired Selection**<br>The Role of the Constitution<br>**Genre**: Informational Text | **Target Skill**<br>Cause and Effect<br><br>**Target Strategy**<br>Infer/Predict<br><br>**Second Read Skills**<br>Conclusions and Generalizations<br>Domain-Specific Vocabulary | Syllable Patterns and Word Parts | Phrasing: Pauses | **Read Aloud**<br>Jane's Big Ideas<br><br>Speaking/Listening: Use Connecting Words | **Target/Academic Vocabulary**<br>*politics, intelligent, disorderly, approve, polls, legislature, amendment, candidates, informed, denied*<br><br>**Domain-Specific Vocabulary**<br>*suffrage, legislation, assembly, judicial*<br><br>**Vocabulary Strategies**<br>Adages and Proverbs | **Spelling Principle**<br>Words with VCCV and VCV Patterns<br><br>**Spelling Words**<br>**Basic Words:** *dentist, final, finish, narrow, shelter, ahead, corner, hollow, divide, famous, recent, silver, capture, cabin, dinner, minus, minute, value, reward, broken*<br>**Review Words:** *again, enough, market, pencil, powder*<br>**Challenge Words:** *decent, secure, standard, frontier, stampede* | **Grammar Skill**<br>Negatives<br><br>**How English Works**<br>Modifying to Add Details | **Language Skills and Strategies**<br>**Collaborate:** Prove Counterarguments<br>**Interpret:** Evaluate Language Choices<br>**Produce:** Plan a Presentation<br>**How English Works:** Use Regular and Irregular Plural Nouns<br>**Vocabulary Network:** Words About Voting | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Explanation<br><br>**Writing Focus**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Investigate a Topic |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **23** | **Anchor Text**<br>The Ever-Living Tree: The Life and Times of a Coast Redwood<br>**Genre**: Informational Text<br><br>**Paired Selection**<br>Towering Trees<br>**Genre**: Poetry | **Target Skill**<br>Text and Graphic Features<br><br>**Target Strategy**<br>Monitor/Clarify<br><br>**Second Read Skills**<br>Similes<br>Text Structure | Difficult VCCV Patterns | Stress | **Read Aloud**<br>Deserts on the Move?<br><br>Speaking/Listening: Demonstrate Active Listening<br><br>**Speaking and Listening Skill**<br>Recount an Experience | **Target/Academic Vocabulary**<br>*resources, dense, evaporate, shallow, moisture, civilized, continent, opportunities, customs, independent*<br><br>**Domain-Specific Vocabulary:**<br>*seedling, pollination, maturity, life cycle, germinate*<br><br>**Vocabulary Strategies**<br>Prefixes *pre-, inter-, ex-* | **Spelling Principle**<br>Words with VCCV Pattern<br><br>**Spelling Words**<br>**Basic Words:** *poster, secret, whether, author, rocket, bushel, agree, bucket, ticket, declare, chicken, clothing, apron, whiskers, degree, gather, achieve, rather, bracket, machine*<br>**Review Words:** *person, basket, between, artist, jacket*<br>**Challenge Words:** *regret, nephew, method, decline, vibrate* | **Grammar Skill**<br>Punctuation<br><br>**How English Works**<br>Text Structure | **Language Skills and Strategies**<br>**Collaborate:** Adapt Language Choices<br>**Interpret:** Distinguish Effects of Choices<br>**Produce:** Write a Response<br>**How English Works:** Modify to Add Details<br>**Vocabulary Network:** Words About Trees | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Procedural Composition<br><br>**Writing Focus**<br>Organization<br><br>**Write About Reading**<br>Performance Task |
| **24** | **Anchor Text**<br>Owen and Mzee: The True Story of a Remarkable Friendship<br>**Genre**: Narrative Nonfiction<br><br>**Paired Selection**<br>Sea Sanctuary<br>**Genre**: Informational Text | **Target Skill**<br>Compare and Contrast<br><br>**Target Strategy**<br>Analyze/Evaluate<br><br>**Second Read Skills**<br>Fact and Opinion<br>Author's Word Choice | VCCCV Pattern | Intonation | **Read Aloud**<br>New Friends in the Newsroom<br><br>Speaking/Listening: Recount an Experience | **Target/Academic Vocabulary**<br>*bond, suffered, intruder, companion, enclosure, inseparable, charged, chief, exhausted, affection*<br><br>**Domain-Specific Vocabulary:**<br>*adaptation, community, learned behavior, survive, shelter*<br><br>**Vocabulary Strategies**<br>Suffixes *-ed, -ly* | **Spelling Principle**<br>Words with VCCCV Pattern<br><br>**Spelling Words**<br>**Basic Words:** *hundred, supply, single, middle, explain, surprise, pilgrim, sandwich, instead, complete, monster, settle, address, farther, sample, although, turtle, athlete, orchard, kingdom*<br>**Review Words:** *daughter, neighbor, children, pumpkin, uncle*<br>**Challenge Words:** *fortress, instant, exclaim, mattress, sculptor* | **Grammar Skill**<br>Commas<br><br>**How English Works**<br>Using Verb Types | **Language Skills and Strategies**<br>**Collaborate:** Adjust Language for Purpose, Task, and Audience<br>**Interpret:** Distinguish Effects of Word Choice<br>**Produce:** Plan a Presentation<br>**How English Works:** Connect Ideas<br>**Vocabulary Network:** Words About Behavior | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Research Report: Prewrite<br><br>**Writing Focus**<br>Purpose<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Use Internet Sources |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **25** | **Anchor Text**<br>The Fun They Had<br>**Genre**: Science Fiction<br><br>**Paired Selection**<br>Toys! Amazing Stories Behind Some Great Inventions<br>**Genre**: Informational Text | **Target Skill**<br>Author's Purpose<br><br>**Target Strategy**<br>Question<br><br>**Second Read Skills**<br>Genre: Science Fiction<br>Formal and Informal Language | VV Pattern | Adjust Rate to Purpose | **Read Aloud**<br>The Future of Flight<br><br>Speaking/Listening: Identify Reasons and Text Evidence<br><br>**Speaking and Listening Skill**<br>Tell a Story | **Target/Academic Vocabulary**<br>*progress, calculated, dispute, centuries, superior, insert, waste, inspector, mechanical, average*<br><br>**Domain-Specific Vocabulary:**<br>*storage device, scanner, disc, records*<br><br>**Vocabulary Strategies**<br>Greek and Latin Word Parts<br>*meter, therm, aud, fac* | **Spelling Principle**<br>Words with VV Pattern<br><br>**Spelling Words**<br>**Basic Words:** *idea, lion, usual, radio, liar, poem, India, piano, January, quiet, poet, science, diary, violin, period, February, cereal, video, meteor, rodeo*<br>**Review Words:** *giant, lesson, program, quart, problem*<br>**Challenge Words:** *variety, gradual, geography, diagram, punctuate* | **Grammar Skill**<br>Proper Mechanics<br><br>**How English Works**<br>Condensing Ideas | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer Questions<br>**Interpret:** Describe Ideas and Phenomena<br>**Produce:** Write a Retelling<br>**How English Works:** Condense Ideas<br>**Vocabulary Network:** Words About Inventions | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Research Report: Draft, Revise, Edit, Publish<br><br>**Writing Focus**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task |
| **Performance Task** | **Anchor Text**<br>I Could Do That!<br>**Genre:** Biography<br><br>**Paired Selection**<br>The Role of the Constitution<br>**Genre:** Informational Text | | | | | | | **Grammar Review**<br>Proper Mechanics, Quotations | | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Research Report |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **26** | **Anchor Text**<br>The Girl Who Loved Spiders<br>**Genre:** Realistic Fiction<br><br>**Paired Selection**<br>Web Wise<br>**Genre:** Informational Text<br><br>"The Spider," "Spider Ropes"<br>**Genre:** Poetry<br><br>**Trade Book**<br>Justin and the Best Biscuits in the World<br>**Author:** Mildred Pitts Walter<br>**Genre:** Realistic Fiction<br><br>**Trade Book**<br>Phineas L. MacGuire… Gets Slimed!<br>**Author:** Frances O'Roark Dowell<br>**Genre:** Realistic Fiction | **Target Skill**<br>Story Structure<br><br>**Target Strategy**<br>Visualize<br><br>**Second Read Skills**<br>Point of View | Common Final Syllables | Expression | **Read Aloud**<br>The Importance of Spiders<br><br>Speaking/Listening: Paraphrase Text<br><br>**Speaking and Listening Skill**<br>Presenting/Viewing a Dramatic Performance | **Target/Academic Vocabulary**<br>*peculiar, intends, captured, nourishing, isolated, obtain, assist, favor, condition, memorable*<br><br>**Vocabulary Strategies**<br>Greek and Latin Word Parts | **Spelling Principle**<br>Final Schwa + /r/ Sound<br><br>**Spelling Words**<br>**Basic Words:** *enter, banner, sugar, shower, motor, collar, labor, finger, mirror, beggar, favor, bother, fever, doctor, temper, actor, polar, sweater, traitor, whenever*<br>**Review Words:** *river, summer, dollar, center, number*<br>**Challenge Words:** *calendar, error, popular, barrier, director* | **Grammar Skill**<br>Making Comparisons<br><br>**How English Works**<br>Connecting Ideas | **Language Skills and Strategies**<br>**Collaborate:** Respond and Follow Turn-Taking Rules<br>**Interpret:** Listen Actively<br>**Produce:** Plan a Speech<br>**How English Works:** Understand Text Structure<br>**Vocabulary Network:** Words About Exploring Nature | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Response to Fiction<br><br>**Writing Focus**<br>Evidence<br><br>**Write About Reading**<br>Performance Task |
| **27** | **Anchor Text**<br>Amphibian Alert!<br>**Genre:** Informational Text<br><br>**Paired Selection**<br>The Frog in the Milk Pail<br>**Genre:** Fable<br><br>"Toad by the Road," "The Poison-Dart Frogs"<br>**Genre:** Poetry<br><br>**Trade Book**<br>Justin and the Best Biscuits in the World<br>**Author:** Mildred Pitts Walter<br>**Genre:** Realistic Fiction<br><br>**Trade Book**<br>Phineas L. MacGuire… Gets Slimed!<br>**Author:** Frances O'Roark Dowell<br>**Genre:** Realistic Fiction | **Target Skill**<br>Main Ideas/Details<br><br>**Target Strategy**<br>Question<br><br>**Second Read Skills**<br>Word Choice | More Final Syllables | Phrasing: Punctuation | **Read Aloud**<br>Nowhere Else on Earth<br><br>Speaking/Listening: Use Connecting Words<br><br>**Speaking and Listening Skill**<br>Make an Informational Presentation | **Target/Academic Vocabulary**<br>*betrayed, shortage, species, continent, scarce, focus, convey, alert, introduce, opportunities*<br><br>**Vocabulary Strategies**<br>Analogies | **Spelling Principle**<br>Final Schwa + /l/ Sound<br><br>**Spelling Words**<br>**Basic Words:** *title, towel, battle, pedal, metal, simple, eagle, special, total, trouble, nickel, gentle, barrel, model, tangle, ankle, marvel, juggle, squirrel, riddle*<br>**Review Words:** *circle, travel, apple, little, purple*<br>**Challenge Words:** *cancel, decimal, material, pretzel, triangle* | **Grammar Skill**<br>More Comparisons<br><br>**How English Works**<br>Modifying to Add Details | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer Questions and Add Information<br>**Interpret:** Determine Meanings of Unknown Words<br>**Produce:** Write an Exposition<br>**How English Works:** Use Indefinite Pronouns<br>**Vocabulary Network:** Words About Protecting Wildlife | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Journal Entry<br><br>**Writing Focus**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **28** | **Anchor Text**<br>Museums: Worlds of Wonder<br>**Genre:** Expository Nonfiction<br><br>**Paired Selection**<br>Making the Most from Trash<br>**Genre:** Photo Essay<br><br>"Dinosaur Bone," "Museum Farewell"<br>**Genre:** Poetry<br><br>**Trade Book**<br>Justin and the Best Biscuits in the World<br>**Author:** Mildred Pitts Walter<br>**Genre:** Realistic Fiction<br><br>**Trade Book**<br>Phineas L. MacGuire… Gets Slimed!<br>**Author:** Frances O'Roark Dowell<br>**Genre:** Realistic Fiction | **Target Skill**<br>Fact and Opinion<br><br>**Target Strategy**<br>Monitor/Clarify<br><br>**Second Read Skills**<br>Tone | Stress in Multisyllable Words | Rate | **Read Aloud**<br>Digging Up the Past<br><br>Speaking/Listening: Pose and Respond to Questions<br><br>**Speaking and Listening Skill**<br>Make an Informal Presentation | **Target/Academic Vocabulary**<br>*apologize, genuine, triumph, source, registered, display, concluded, obstacles, affect, vast*<br><br>**Vocabulary Strategies**<br>Prefixes *con-, com-, in-, im-* | **Spelling Principle**<br>Three-Syllable Words<br><br>**Spelling Words**<br>**Basic Words:** *library, another, hospital, example, deliver, history, however, several, vacation, important, victory, imagine, camera, potato, remember, together, memory, favorite, continue, president*<br>**Review Words:** *unlucky, powerful, grandmother, November*<br>**Challenge Words:** *internal, ornament, interview, universe, article* | **Grammar Skill**<br>Possessive Pronouns<br><br>**How English Works**<br>Using Verb Types | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions<br>**Interpret:** Evaluate Language Choices<br>**Produce:** Plan a Presentation<br>**How English Works:** Use Verbs and Verb Phrases<br>**Vocabulary Network:** Words About Museums | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Public Service Announcement<br><br>**Writing Focus**<br>Organization<br><br>**Write About Reading**<br>Performance Task |
| **29** | **Anchor Text**<br>Save Timber Woods!<br>**Genre:** Readers' Theater<br><br>**Paired Selection**<br>Following Muir: Persuasive Essay<br>**Genre:** Persuasive Essay<br><br>"The Comb of Trees," "Enjoy the Earth"<br>**Genre:** Poetry<br><br>**Trade Book**<br>Justin and the Best Biscuits in the World<br>**Author:** Mildred Pitts Walter<br>**Genre:** Realistic Fiction<br><br>**Trade Book**<br>Phineas L. MacGuire… Gets Slimed!<br>**Author:** Frances O'Roark Dowell<br>**Genre:** Realistic Fiction | **Target Skill**<br>Understanding Characters<br><br>**Target Strategy**<br>Infer/Predict<br><br>**Second Read Skills**<br>Mood | Words with Silent Consonants | Phrasing: Pauses | **Read Aloud**<br>Creatures of the Bog<br><br>Speaking/Listening: Review Key Ideas<br><br>**Speaking and Listening Skill**<br>Discuss Symbols and Images in Media | **Target/Academic Vocabulary**<br>*defended, satisfied, confidence, symbol, boasted, resourceful, brilliant, publicity, territory, proposed*<br><br>**Vocabulary Strategies**<br>Word Origins | **Spelling Principle**<br>Words with Silent Consonants<br><br>**Spelling Words**<br>**Basic Words:** *half, comb, mortgage, honor, fasten, kneel, wreath, calm, answer, handsome, wrinkle, listen, fetch, yolk, climb, honest, knuckle, plumber, limb, folktale*<br>**Review Words:** *talk, knife, wrong, knock, hour*<br>**Challenge Words:** *tomb, glisten, design, hasten, wrestle* | **Grammar Skill**<br>Text Structure<br><br>**How English Works**<br>Text Structure | **Language Skills and Strategies**<br>**Collaborate:** Gain and Hold the Floor<br>**Interpret:** Distinguish Effects of Word Choice<br>**Produce:** Write a Drama<br>**How English Works:** Use Nouns and Noun Phrases<br>**Vocabulary Network:** Words About Conservation | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Opinion Essay<br><br>**Writing Focus**<br>Organization<br><br>**Write About Reading**<br>Performance Task |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **30** | **Anchor Text**<br>Mystery at Reed's Pond<br>**Genre:** Mystery<br><br>**Paired Selection**<br>A Big Python Problem<br>**Genre:** Informational Text<br><br>"Naming the Turtle," "Greater Flamingo"<br>**Genre:** Poetry<br><br>**Trade Book**<br>Justin and the Best Biscuits in the World<br>**Author:** Mildred Pitts Walter<br>**Genre:** Realistic Fiction<br><br>**Trade Book**<br>Phineas L. MacGuire… Gets Slimed!<br>**Author:** Frances O'Roark Dowell<br>**Genre:** Realistic Fiction | **Target Skill**<br>Conclusions/ Generalizations<br><br>**Target Strategy**<br>Summarize<br><br>**Second Read Skills**<br>Word Choice | Unusual Spellings | Accuracy and Self-Correction | **Read Aloud**<br>Saving Sea Turtles<br><br>Speaking/Listening: Identify Reasons and Text Evidence<br><br>**Speaking and Listening Skill**<br>Dramatize a Story | **Target/Academic Vocabulary**<br>*appreciate, effort, denied, informed, shallow, resources, average, suffered, inspector, progress*<br><br>**Vocabulary Strategies**<br>Suffixes *-er, -or, -ist* | **Spelling Principle**<br>Unusual Spellings<br><br>**Spelling Words**<br>**Basic Words:** *meant, routine, style, flood, month, pleasant, guess, women, either, against, disguise, sweat, magazine, guard, receive, wonder, league, type, ceiling, money*<br>**Review Words:** *front, head, elbow, shoe, mind*<br>**Challenge Words:** *plaid, onion, guarantee, rhyme, submarine* | **Grammar Skill**<br>Pronoun Contractions<br><br>**How English Works**<br>Text Cohesion | **Language Skills and Strategies**<br>**Collaborate:** Negotiate and Elaborate on Ideas<br>**Interpret:** Distinguish Effects of Word Choice<br>**Produce:** Prepare a Speech<br>**How English Works:** Recognize and Use Comparative and Superlative Adverbs<br>**Vocabulary Network:** Words About Ecology | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Opinion Essay<br><br>**Writing Focus**<br>Conventions<br><br>**Write About Reading**<br>Performance Task |
| **Extended Reading** | **Trade Book**<br>Sea Turtles: Ocean Nomads<br>**Genre:** Informational Text | **Target Strategies**<br>Visualize<br>Question<br>Infer/Predict<br>Summarize | | Phrasing: Punctuation | **Read Aloud**<br>Giant Turtles at Sea<br><br>Speaking/Listening: Paraphrase | **Content Vocabulary**<br>*reef, coincidentally, extinct, strewn, dwellers, thrive, submerged, countless, perils, entangled, reptiles, external, comments, exceptionally, frequencies, streamlined, divert, vital, devour, intervals, knob, emerge, apparently, repelled, dunes, determines, percentage, significantly, depression, deposits, vague, internal, biologists, estimates, reproduce, satellite, pinpoint, navigational, cues, lagoon, regarded, delicacy, eroding, discards, ensure, cooperation, comply, refuges, havens, obstructions*<br><br>**Domain-Specific Vocabulary**<br>*aquarium, hibernate, tropics, vertebrate* | **Integrated Language Arts Review**<br>Spelling Skills Review | **Integrated Language Arts Review**<br>Grammar Skills Review | **Language Skills and Strategies**<br>**Collaborate:** Negotiate with Others; Provide Counterarguments; Offer Opinions<br>**Interpret:** Describe Ideas; Listen Actively<br>**Produce:** Write a Report; Plan a Presentation<br>**How English Works:** Connect Ideas; Use Reflexive Pronouns<br>**Vocabulary Network** | **Collaborative Project**<br>Save the Sea Turtles<br><br>**Write About Media**<br><br>**Write About Reading** |

JOURNEYS

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **1** | **Anchor Text**<br>A Package for Mrs. Jewls<br>**Genre**: Humorous Fiction<br><br>**Paired Selection**<br>Questioning Gravity<br>**Genre**: Readers' Theater | **Target Skill**<br>Story Structure<br><br>**Target Strategy**<br>Summarize<br><br>**Second Read Skills**<br>Irony<br>Point of View | VCV Syllable Pattern | Expression | **Read Aloud**<br>Ode to Lunch<br><br>Speaking/Listening:<br>Listen for Story Structure in a Narrative Poem | **Target/Academic Vocabulary**<br>*disturbing, interrupted, squashing, specialty, struggled, staggered, wobbled, collapsed, numb, shifted*<br><br>**Domain-Specific Words**<br>*acceleration, inertia, momentum, physical property*<br><br>**Vocabulary Strategies**<br>Using Context | **Spelling Principle**<br>Short Vowels<br><br>**Spelling Words**<br>**Basic Words:** *breath, wobble, blister, crush, direct, promise, grasp, numb, hymn, shovel, gravity, frantic, swift, feather, comic, bundle, solid, weather, energy, stingy*<br>**Review Words:** *bunch, district, track, pleasant, odd*<br>**Challenge Words:** *instruct, distress, summit, massive, physical* | **Grammar Skill**<br>Complete Sentences<br><br>**How English Works**<br>Text Structure | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer Questions<br>**Interpret:** Text Elements: Character<br>**Produce:** Plan a Presentation<br>**How English Works:** Identify and Use Proper Nouns<br>**Vocabulary Network:** Words About Experiments | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Short Story<br><br>**Focus**<br>Purpose<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Conduct Research to Solve a Problem |
| **2** | **Anchor Text**<br>A Royal Mystery<br>**Genre**: Play<br><br>**Paired Selection**<br>The Princess and the Pea<br>**Genre**: Fairytale | **Target Skill**<br>Theme<br><br>**Target Strategy**<br>Question<br><br>**Second Read Skills**<br>Elements of Drama<br>Characterization | Vowel Sounds in VCV Syllable Patterns | Accuracy | **Read Aloud**<br>The Iron Princess<br><br>Speaking/Listening:<br>Summarize by Condensing Ideas<br><br>**Speaking and Listening Skill**<br>Present a Multimedia Story Adaptation | **Target/Academic Vocabulary**<br>*discomfort, primitive, interior, honored, secretive, immersed, bungled, contagious, brandishing, imprinted*<br><br>**Domain-Specific Words**<br>*alternative medium, dimension, mood, performance, technique*<br><br>**Vocabulary Strategies**<br>Prefixes *non-, un-, dis-, mis-* | **Spelling Principle**<br>Long *a* and Long *e*<br><br>**Spelling Words**<br>**Basic Words:** *awake, feast, stray, greet, praise, disease, repeat, display, braces, thief, ashamed, sleeve, waist, beneath, sheepish, release, remain, sway, training, niece*<br>**Review Words:** *stale, afraid, freedom, eager, explain*<br>**Challenge Words:** *terrain, succeed, betray, motivate, upheaval* | **Grammar Skill**<br>Kinds of Sentences<br><br>**How English Works**<br>Modifying to Add Details | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer Questions; Follow Rules<br>**Interpret:** Listen Actively<br>**Produce:** Plan a Presentation<br>**How English Works:** Identify and Use Proper Nouns<br>**Vocabulary Network:** Words About Visual and Performing Arts | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Descriptive Narrative<br><br>**Focus**<br>Development<br><br>**Write About Reading**<br>Performance Task |
| **3** | **Anchor Text**<br>Off and Running<br>**Genre**: Realistic Fiction<br><br>**Paired Selection**<br>Vote for Me!<br>**Genre**: Persuasive Text | **Target Skill**<br>Compare and Contrast<br><br>**Target Strategy**<br>Infer/Predict<br><br>**Second Read Skills**<br>Idioms<br>Formal and Informal Language | VCCV Pattern | Intonation | **Read Aloud**<br>Should We Let Politics Become Personal?<br><br>Speaking/Listening:<br>Identify Evidence to Support a Point<br><br>**Speaking and Listening Skill**<br>Participate in a Debate | **Target/Academic Vocabulary**<br>*debate, inflated, shaken, decorated, gradually, hesitated, scanned, stalled, beckoned, prodded*<br><br>**Domain-Specific Words**<br>*ballot, campaign, debate, election, slogan*<br><br>**Vocabulary Strategies**<br>Using Context | **Spelling Principle**<br>Long *i* and Long *o*<br><br>**Spelling Words**<br>**Basic Words:** *sign, groan, reply, thrown, strike, mighty, stroll, compose, dough, height, excite, apply, slight, define, odor, spider, control, silent, brighten, approach*<br>**Review Words:** *sigh, twice, shown, tonight, remote*<br>**Challenge Words:** *require, reproach, defy, plight, opponent* | **Grammar Skill**<br>Compound Sentences<br><br>**How English Works**<br>Using Noun Phrases | **Language Skills and Strategies**<br>**Collaborate:** Build on Responses<br>**Interpret:** Determine Meaning of Unknown Words<br>**Produce:** Write a Story<br>**How English Works:** Use Verb Tenses to Convey Time<br>**Vocabulary Network:** Words About Politics | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Dialogue<br><br>**Focus**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **4** | **Anchor Text**<br>Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood<br>**Genre**: Narrative Nonfiction<br><br>**Paired Selection**<br>Score!<br>**Genre**: Poetry | **Target Skill**<br>Sequence of Events<br><br>**Target Strategy**<br>Monitor/Clarify<br><br>**Second Read Skills**<br>Rhythm<br>Narrative Pacing | Digraphs in Multisyllable Words | Phrasing: Pauses | **Read Aloud**<br>Learning the Ropes<br><br>Speaking/Listening: Understand Relationships by Identifying Sequence Words | **Target/Academic Vocabulary**<br>*unison, uniform, mastered, competition, identical, element, routine, intimidated, recite, qualifying*<br><br>**Domain-Specific Words**<br>*athletics, cardiovascular, physical exam, sportsmanship*<br><br>**Vocabulary Strategies**<br>Suffixes *-ion, -tion* | **Spelling Principle**<br>Vowel Sounds: /o͞o/, /yo͞o/<br><br>**Spelling Words**<br>**Basic Words:** *glue, flute, youth, accuse, bruise, stew, choose, loose, lose, view, confuse, cruise, jewel, execute, route, cartoon, avenue, include, assume, souvenir*<br>**Review Words:** *fruit, group, refuse, argue, foolish*<br>**Challenge Words:** *conclude, pursuit, intrude, subdue, presume* | **Grammar Skill**<br>Common and Proper Nouns<br><br>**How English Works**<br>Using Verb Tenses | **Language Skills and Strategies**<br>**Collaborate:** Give Instructions<br>**Interpret:** Language Choices<br>**Produce:** Plan a Presentation<br>**How English Works:** Identify and Use Connecting Words<br>**Vocabulary Network:** Words About Competition | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Fictional Narrative<br><br>**Focus**<br>Purpose<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Answer a Research Question |
| **5** | **Anchor Text**<br>Elisa's Diary<br>**Genre**: Realistic Fiction<br><br>**Paired Selection**<br>Words Free as Confetti<br>**Genre:** Poetry | **Target Skill**<br>Theme<br><br>**Target Strategy**<br>Visualize<br><br>**Second Read Skills**<br>Dialogue<br>Sequence of Events | Stressed and Unstressed Syllables | Stress | **Read Aloud**<br>Fair or Foul?<br><br>Speaking/Listening: Listen for Details that Suggest Theme/ Message<br><br>**Speaking and Listening Skill**<br>Participate in a Group Discussion | **Target/Academic Vocabulary**<br>*officially, preliminary, opponents, brutal, embarrassed, typically, gorgeous, supposedly, sweeping, obvious*<br><br>**Domain-Specific Words**<br>*cultural identity, language barrier, perspective, non-verbal communication, translation*<br><br>**Vocabulary Strategies**<br>Suffixes *-ly, -ful* | **Spelling Principle**<br>Vowel Sounds: /ou/, /ô/, /oi/<br><br>**Spelling Words**<br>**Basic Words:** *ounce, sprawl, launch, loyal, avoid, basketball, moist, haunt, scowl, naughty, destroy, saucer, pounce, poison, August, auction, royal, coward, awkward, encounter*<br>**Review Words:** *cause, faucet, tower, false, amount*<br>**Challenge Words:** *poise, loiter, exhaust, assault, alternate* | **Grammar Skill**<br>Singular and Plural Nouns<br><br>**How English Works**<br>Modifying to Add Details | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions<br>**Interpret:** Distinguish Effects of Word Choice and Shades of Meaning<br>**Produce:** Write a Drama<br>**How English Works**: Use Prepositions<br>**Vocabulary Network:** Words About Expression | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Fictional Narrative<br><br>**Focus**<br>Conventions<br><br>**Write About Reading**<br>Performance Task |
| **Performance Task** | **Anchor Text**<br>Off and Running<br>**Genre:** Realistic Fiction<br><br>**Supporting Text**<br>Vote for Me!<br>**Genre:** Persuasive Text | | | | | | | **Grammar Review**<br>Complete Sentences, Kinds of Sentences | | |

JOURNEYS

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **6** | **Anchor Text**<br>Quest for the Tree Kangaroo<br>**Genre:** Informational Text<br><br>**Paired Selection**<br>Why Koala Has No Tail<br>**Genre:** Myth | **Target Skill**<br>Cause and Effect<br><br>**Target Strategy**<br>Question<br><br>**Second Read Skills**<br>Quotes and Description<br>Domain-Specific Vocabulary | Common Beginning Syllables | Expression | **Read Aloud**<br>America's Eagle<br><br>Speaking/Listening:<br>Summarize a Text Read Aloud | **Target/Academic Vocabulary**<br>*dwarfed, presence, procedure, outfitted, transferred, calculate, snug, perch, enthusiastic, beaming*<br><br>**Domain-Specific Words**<br>*adaptive, endangered species, habitat, preservation, satellite tracking*<br><br>**Vocabulary Strategies**<br>Synonyms and Antonyms | **Spelling Principle**<br>Vowel + /r/ Sounds<br><br>**Spelling Words**<br>**Basic Words:** *glory, aware, carton, adore, aboard, dairy, ordeal, pardon, warn, vary, barely, torch, barge, soar, beware, absorb, armor, stairway, perform, former*<br>**Review Words:** *board, repair, sharp, square, compare*<br>**Challenge Words:** *discard, forfeit, orchestra, rarity, hoard* | **Grammar Skill**<br>Verbs<br><br>**How English Works**<br>Connecting Ideas | **Language Skills and Strategies**<br>**Collaborate:** Gain and Hold the Floor<br>**Interpret:** Distinguish Effects of Word Choices and Shades of Meaning<br>**Produce:** Plan a Presentation<br>**How English Works:** Connect Ideas<br>**Vocabulary Network:** Words About Animal Research | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Procedural Composition<br><br>**Focus**<br>Organization<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Investigate Different Aspects of a Topic |
| **7** | **Anchor Text**<br>Old Yeller<br>**Genre:** Historical Fiction<br><br>**Paired Selection**<br>What Makes It Good?<br>**Genre:** Persuasive Text | **Target Skill**<br>Understanding Characters<br><br>**Target Strategy**<br>Visualize<br><br>**Second Read Skills**<br>Dialect<br>Author's Word Choice | Vowel + /r/ Sounds | Intonation | **Read Aloud**<br>Annie's Pride<br><br>Speaking/Listening:<br>Summarize by Using Compare-and-Contrast Sentence Frames | **Target/Academic Vocabulary**<br>*frantic, lunging, stride, checking, wheeled, bounding, shouldered, strained, romp, picturing*<br><br>**Domain-Specific Words**<br>*decisiveness, devotion, maturity, obligation, self-sacrificing*<br><br>**Vocabulary Strategies**<br>Adages and Proverbs | **Spelling Principle**<br>More Vowel + /r/ Sounds<br><br>**Spelling Words**<br>**Basic Words:** *earth, peer, twirl, burnt, smear, further, appear, worthwhile, nerve, pier, squirm, weary, alert, murmur, one-third, reverse, worship, career, research, volunteer*<br>**Review Words:** *early, world, rear, current, cheer*<br>**Challenge Words:** *yearn, engineer, interpret, dreary, external* | **Grammar Skill**<br>Direct and Indirect Objects<br><br>**How English Works**<br>Condensing Ideas | **Language Skills and Strategies**<br>**Collaborate:** Negotiate with Others in Conversations<br>**Interpret:** Describe Ideas, Phenomena, and Text Elements<br>**Produce:** Write an Explanation<br>**How English Works:** Understand Text Cohesion<br>**Vocabulary Network:** Words About Relationships and Situations | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Compare-Contrast Essay<br><br>**Focus**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Report on a Text |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **8** | **Anchor Text**<br>Everglades Forever: Restoring America's Great Wetland<br>**Genre**: Narrative Nonfiction<br><br>**Paired Selection**<br>National Parks of the West<br>**Genre:** Informational Text | **Target Skill**<br>Author's Purpose<br><br>**Target Strategy**<br>Analyze/ Evaluate<br><br>**Second Read Skills**<br>Explain Scientific Ideas<br>Domain-Specific Vocabulary | Homophones | Adjust Rate to Purpose | **Read Aloud**<br>Attack of the Alien Species<br><br>Speaking/Listening: Respond to Read-Aloud Using Domain-Specific Words<br><br>**Speaking and Listening Skill**<br>Explain an Author's Argument | **Target/Academic Vocabulary**<br>*endangered, unique, adapted, vegetation, conserving, restore, guardians, attracted, regulate, responsibility*<br><br>**Domain-Specific Words**<br>*carbon footprint, ecosystem, natural resource, wilderness*<br><br>**Vocabulary Strategies**<br>Prefixes *en-, re-, pre-*, pro- | **Spelling Principle**<br>Homophones<br><br>**Spelling Words**<br>**Basic Words:** *steel, steal, aloud, allowed, ring, wring, lesson, lessen, who's, whose, manor, manner, pedal, peddle, berry, bury, hanger, hangar, overdo, overdue*<br>**Review Words:** *wait, weight, vain, vane, vein*<br>**Challenge Words:** *canvass, canvas, site, sight, cite* | **Grammar Skill**<br>Conjunctions<br><br>**How English Works**<br>Text Cohesion | **Language Skills and Strategies**<br>**Collaborate:** Express Opinions and Counterarguments<br>**Interpret:** Listening Actively<br>**Produce:** Plan a Speech<br>**How English Works:** Expand Noun Phrases<br>**Vocabulary Network:** Words About Conservation | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Cause-and-Effect Essay<br><br>**Focus**<br>Evidence<br><br>**Write About Reading**<br>Performance Task |
| **9** | **Anchor Text**<br>Storm Warriors<br>**Genre**: Historical Fiction<br><br>**Paired Selection**<br>Pea Island's Forgotten Heroes<br>**Genre**: Informational Text | **Target Skill**<br>Conclusions and Generalizations<br><br>**Target Strategy**<br>Infer/Predict<br><br>**Second Read Skills**<br>Point of View<br>Characterization | Compound Words | Phrasing: Punctuation | **Read Aloud**<br>A Watery Grave<br><br>Speaking/Listening: Listen to Fluent Reading and Group Words into Phrases<br><br>**Speaking and Listening Skill**<br>Hold a Literature Discussion | **Target/Academic Vocabulary**<br>*critical, secured, realization, annoyance, bundle, clammy, squalling, commotion, demolished, elite*<br><br>**Domain-Specific Words**<br>*bold, competent, humility, purpose, unflappable*<br><br>**Vocabulary Strategies**<br>Greek and Latin Roots | **Spelling Principle**<br>Compound Words<br><br>**Spelling Words**<br>**Basic Words:** *wildlife, uproar, home run, headache, top-secret, teammate, wheelchair, light bulb, well-known, throughout, life preserver, barefoot, part-time, warehouse, overboard, post office, outspoken, up-to-date, awestruck, newscast*<br>**Review Words:** *goodbye, all right, forever, twenty-two, somebody*<br>**Challenge Words:** *motorcycle, overseas, quick-witted, stomachache, bulletin board* | **Grammar Skill**<br>Complex Sentences<br><br>**How English Works**<br>Using Noun Phrases | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions to Persuade Others<br>**Interpret:** Determine Meanings of Unknown Words<br>**Produce:** Write a Story<br>**How English Works:** Use Linking Verbs<br>**Vocabulary Network:** Words About Courage | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Research Report<br><br>**Focus**<br>Evidence<br><br>**Write About Reading**<br>Performance Task |

JOURNEYS

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **10** | **Anchor Text**<br>Cougars<br>**Genre**: Informational Text<br><br>**Paired Selection**<br>Purr-fection<br>**Genre**: Poetry | **Target Skill**<br>Main Ideas and Details<br><br>**Target Strategy**<br>Monitor/Clarify<br><br>**Second Read Skills**<br>Explain Scientific Ideas<br>Domain-Specific Vocabulary | Recognizing Schwa + /r/ Sounds | Stress | **Read Aloud**<br>Who Tamed the Cat?<br><br>Speaking/Listening: Summarize by Condensing Ideas | **Target/Academic Vocabulary**<br>*unobserved, available, detecting, mature, ferocious, resemble, particular, vary, contentment, keen*<br><br>**Domain-Specific Words**<br>*adaptation, development, instinctive, observation, trait*<br><br>**Vocabulary Strategies**<br>Shades of Meaning | **Spelling Principle**<br>Final Schwa + /r/ Sounds<br><br>**Spelling Words**<br>**Basic Words:** *cellar, flavor, cougar, chapter, mayor, anger, senator, passenger, major, popular, tractor, thunder, pillar, border, calendar, quarter, lunar, proper, elevator, bitter*<br>**Review Words:** *collar, honor, doctor, enter, answer*<br>**Challenge Words:** *stellar, clamor, tremor, circular, adviser* | **Grammar Skill**<br>Direct Quotations and Interjections<br><br>**How English Works**<br>Using Verb Types | **Language Skills and Strategies**<br>**Collaborate:** Adapt Language Choices for Purpose, Task, and Audience<br>**Interpret:** Evaluate Language Choices<br>**Produce:** Plan a Presentation<br>**How English Works:** Use Prepositional Phrases to Add Details<br>**Vocabulary Network:** Words About Animal Behaviors | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Research Report<br><br>**Focus**<br>Conventions<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Integrate Information from Multiple Texts |
| **Performance Task** | **Anchor Text**<br>Quest for the Tree Kangaroo<br>**Genre:** Informational Text<br><br>**Anchor Text**<br>Everglades Forever: Restoring America's Great Wetland<br>**Genre:** Narrative Nonfiction<br><br>**Supporting Text**<br>National Parks of the West<br>**Genre**: Informational Text | | | | | | | **Grammar Review**<br>Complex Sentences, Direct Quotations | | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Informational Essay |
| **Extended Reading** | **Trade Book**<br>Hound Dog True<br>**Genre:** Realistic Fiction | **Target Strategies**<br>Monitor/Clarify<br>Visualize<br>Question<br>Infer/Predict<br>Summarize<br>Analyze/Evaluate | | Accuracy and Self-Correction | **Read Aloud**<br>Assignment: Notebook Friends<br><br>Speaking/Listening: Paraphrase Portions of Text Read Aloud | **Content Vocabulary Words**<br>*potluck, custodial, traitorous, apprentice, disposition, posterity, solitary, pursuit, matter-of-fact, pouty, postpone, scrutiny, instincts, deterioration, impeccable, visage, propriety, expertise, consequences, versus, lunge, nickname, taut, mum, potential, retrieve, ponder, prognostication, prone*<br><br>**Domain-Specific Vocabulary**<br>*touchstone, ambassador, diplomacy, promote* | **Integrated Language Arts Review**<br>Spelling Skills Review | **Integrated Language Arts Review**<br>Grammar Skills Review | | **Collaborative Project**<br>Building Bridges<br><br>**Write About Media**<br><br>**Write About Reading** |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **11** | **Anchor Text**<br>Dangerous Crossing<br>**Genre**: Historical Fiction<br><br>**Paired Selection**<br>Revolution and Rights<br>**Genre:** Informational Text | **Target Skill**<br>Cause and Effect<br><br>**Target Strategy**<br>Visualize<br><br>**Second Read Skills**<br>Visual Elements<br>Primary Sources | Vowel Sounds in Stressed Syllables | Accuracy and Self-Correction | **Read Aloud**<br>Mother and Son<br><br>Speaking/Listening: Listen for Cause and Effect to Gain Understanding | **Target/Academic Vocabulary**<br>*cramped, distracted, viewpoint, shattered, surveyed, pressing, representatives, embark, bracing, conduct*<br><br>**Domain-Specific Words**<br>*checks and balances, congress, declaration, individual rights, representation*<br><br>**Vocabulary Strategies**<br>Reference Materials | **Spelling Principle**<br>VCCV Pattern<br><br>**Spelling Words**<br>**Basic Words:** *bargain, journey, pattern, arrive, object, suppose, shoulder, permit, sorrow, tunnel, subject, custom, suggest, perhaps, lawyer, timber, common, publish, burden, scissors*<br>**Review Words:** *perfect, danger, narrow, survive, valley*<br>**Challenge Words:** *narrate, mentor, attempt, collide, ignore* | **Grammar Skill**<br>Subject and Object Pronouns<br><br>**How English Works**<br>Text Cohesion | **Language Skills and Strategies**<br>**Collaborate:** Adapt Language Choices<br>**Interpret:** Adapt Language Choices for Purpose, Task, and Audience<br>**Produce:** Write an Exposition<br>**How English Works:** Connect Ideas<br>**Vocabulary Network:** Words About Government | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Opinion Essay<br><br>**Focus**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Research Early American Government |
| **12** | **Anchor Text**<br>Can't You Make Them Behave, King George?<br>**Genre**: Narrative Nonfiction<br><br>**Paired Selection**<br>Tea Time!<br>**Genre**: Narrative Nonfiction | **Target Skill**<br>Fact and Opinion<br><br>**Target Strategy**<br>Question<br><br>**Second Read Skills**<br>Tone<br>Similes | Open and Closed Syllables: VCV Pattern | Rate | **Read Aloud**<br>A Taxing Poem<br><br>Speaking/Listening: Listen for Facts and Opinions and Cite Key Details<br><br>**Speaking and Listening Skill**<br>Summarize and Paraphrase Information | **Target/Academic Vocabulary**<br>*benefit, repeal, advantages, temporary, contrary, prohibit, previously, midst, objected, rebellious*<br><br>**Domain-Specific Words**<br>*colonies, freedom, protest, patriots, revolution*<br><br>**Vocabulary Strategies**<br>Figurative Language | **Spelling Principle**<br>VCV Pattern<br><br>**Spelling Words**<br>**Basic Words:** *human, exact, award, behave, credit, basic, vivid, evil, modern, nation, robot, panic, select, cousin, item, police, prefer, menu, novel, deserve*<br>**Review Words:** *figure, total, model, equal, amaze*<br>**Challenge Words:** *autumn, nuisance, logic, column, laser* | **Grammar Skill**<br>Verb Tenses<br><br>**How English Works**<br>Connecting Ideas | **Language Skills and Strategies**<br>**Collaborate:** Ask for Assistance; Follow Turn-Taking Rules<br>**Interpret:** Distinguish Effects of Word Choice<br>**Produce:** Plan a Speech<br>**How English Works:** Condense Ideas<br>**Vocabulary Network:** Words About Independence | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Problem-Solution Composition<br><br>**Focus**<br>Organization<br><br>**Write About Reading**<br>Performance Task |

JOURNEYS

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **13** | **Anchor Text**<br>They Called Her Molly Pitcher<br>**Genre**: Narrative Nonfiction<br><br>**Paired Selection**<br>A Spy for Freedom<br>**Genre**: Play | **Target Skill**<br>Conclusions and Generalizations<br><br>**Target Strategy**<br>Analyze/Evaluate<br><br>**Second Read Skills**<br>Text Structure<br>Domain-Specific Vocabulary | Recognizing Initial and Medial Digraphs | Phrasing: Pauses | **Read Aloud**<br>Lydia's Journey<br><br>Speaking/Listening: Listen for Details to Draw Conclusions About Informational Text<br><br>**Speaking and Listening Skill**<br>Dramatize a Story Event | **Target/Academic Vocabulary**<br>*legendary, formal, gushed, strategy, retreat, foes, shimmering, magnificent, revolution, plunged*<br><br>**Domain-Specific Words**<br>*commendation, duty, general, officer, regiment*<br><br>**Vocabulary Strategies**<br>Reference Materials | **Spelling Principle**<br>VCCCV Pattern<br><br>**Spelling Words**<br>**Basic Words:** *conflict, orphan, instant, complex, simply, burglar, laundry, laughter, employ, anchor, merchant, improve, arctic, mischief, childhood, purchase, dolphin, partner, complain, tremble*<br>**Review Words:** *hundred, example, although, supply, empty*<br>**Challenge Words:** *anthem, illustrate, function, conscience, apostrophe* | **Grammar Skill**<br>Regular and Irregular Verbs<br><br>**How English Works**<br>Text Structure | **Language Skills and Strategies**<br>**Collaborate:** Respond and Ask Questions<br>**Interpret:** Describe Ideas, Phenomena, and Text Elements<br>**Produce:** Write a Retelling<br>**How English Works:** Understand Text Cohesion<br>**Vocabulary Network:** Words About Bravery | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Persuasive Letter<br><br>**Focus**<br>Purpose<br><br>**Write About Reading**<br>Performance Task |
| **14** | **Anchor Text**<br>"James Forten" from Now Is Your Time!<br>**Genre**: Biography<br><br>**Paired Selection**<br>Modern Minute Man<br>**Genre**: Informational Text | **Target Skill**<br>Sequence of Events<br><br>**Target Strategy**<br>Summarize<br><br>**Second Read Skills**<br>Explain Historical Events<br>Main Ideas and Details | VV Syllable Pattern | Expression | **Read Aloud**<br>Freedom for Chatham Freeman<br><br>Speaking/Listening: Summarize Using Sequence Words<br><br>**Speaking and Listening Skill**<br>Create and Present a Timeline | **Target/Academic Vocabulary**<br>*persuade, apprentice, contributions, influential, aspects, authorities, bondage, provisions, dexterity, tentative*<br><br>**Domain-Specific Words**<br>*abolitionist, emancipate, ethics, humanity, slavery*<br><br>**Vocabulary Strategies**<br>Greek and Latin Roots<br>*graph, meter; port, ject* | **Spelling Principle**<br>VV pattern<br><br>**Spelling Words**<br>**Basic Words:** *actual, cruel, influence, diet, museum, casual, ruin, pioneer, trial, visual, realize, create, riot, genuine, area, annual, audio, dial, theater, patriot*<br>**Review Words:** *video, science, February, period, usual*<br>**Challenge Words:** *diagnose, media, appreciate, society, prior* | **Grammar Skill**<br>Commas and Semicolons<br><br>**How English Works**<br>Condensing Ideas | **Language Skills and Strategies**<br>**Collaborate:** Express Feelings; Ask Relevant Questions<br>**Interpret:** Listen Actively<br>**Produce:** Plan a Presentation<br>**How English Works:** Use Present and Past Tense Verbs<br>**Vocabulary Network:** Words About Fighting for Freedom | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Persuasive Essay<br><br>**Focus**<br>Organization<br><br>**Write About Reading**<br>Performance Task |

JOURNEYS

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **15** | **Anchor Text**<br>We Were There, Too! Joseph Plumb Martin and Sybil Ludington<br>**Genre**: Biography<br><br>**Paired Selection**<br>Patriotic Poetry<br>**Genre**: Poetry | **Target Skill**<br>Compare and Contrast<br><br>**Target Strategy**<br>Monitor/Clarify<br><br>**Second Read Skills**<br>Text and Graphic Features<br>Text Structure | Vowel + /l/ Sounds in Unstressed Final Syllable | Intonation | **Read Aloud**<br>Citizen Spies<br><br>Speaking/Listening: Listen for Comparing and Contrasting Information<br><br>**Speaking and Listening Skill**<br>Discuss Poetic Elements | **Target/Academic Vocabulary**<br>*mimic, mocking, efficient, personally, lacked, rural, tedious, organize, summons, peal*<br><br>**Domain-Specific Words**<br>*defense, democracy, nationalism, pride, union*<br><br>**Vocabulary Strategies**<br>Prefixes *in-, im-, il-, ir-* | **Spelling Principle**<br>Final Schwa + /l/ Sounds<br><br>**Spelling Words**<br>**Basic Words:** *formal, whistle, label, puzzle, legal, angle, normal, needle, angel, pupil, struggle, level, local, bicycle, channel, global, stumble, quarrel, article, fossil*<br>**Review Words:** *title, nickel, special trouble, simple*<br>**Challenge Words:** *identical, vehicle, mineral, colonel, artificial* | **Grammar Skill**<br>Transitions<br><br>**How English Works**<br>Using Verb Types and Tenses | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer Questions; Add Relevant Information<br>**Interpret:** Determine Meaning of Unknown Words<br>**Produce:** Write a Procedure<br>**How English Works:** Identify Adjectives in Noun Phrases<br>**Vocabulary Network:** Words About Patriotism | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Persuasive Essay<br><br>**Focus**<br>Evidence<br><br>**Write About Reading**<br>Performance Task |
| **Performance Task** | **Anchor Text**<br>Can't You Make Them Behave, King George?<br>**Genre:** Narrative Nonfiction<br><br>**Supporting Text**<br>Tea Time!<br>**Genre:** Narrative Nonfiction | | | | | | | **Grammar Review**<br>Direct Quotations, Kinds of Sentences | | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Opinion Essay |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **16** | **Anchor Text**<br>Lunch Money<br>**Genre**: Realistic Fiction<br><br>**Paired Selection**<br>Zap! Pow!: A History of the Comics<br>**Genre**: Informational Text | **Target Skill**<br>Author's Purpose<br><br>**Target Strategy**<br>Monitor/Clarify<br><br>**Second Read Skills**<br>Voice<br>Visual Elements | Word Parts and Inflectional Endings | Rate | **Read Aloud**<br>Japanese Cartoons Are Manga-nificent<br><br>Speaking/Listening: Listen for Author's Purpose<br><br>**Speaking and Listening Skill**<br>Share and Summarize a Story | **Target/Academic Vocabulary**<br>*record, mental, launch, assuming, episodes, developed, feature, incredibly, villains, thumbed*<br><br>**Domain-Specific Words**<br>*continuity, frame, movement, storyline*<br><br>**Vocabulary Strategies**<br>Word Origins | **Spelling Principle**<br>Words with *-ed* or *-ing*<br><br>**Spelling Words**<br>**Basic Words:** *scrubbed, listening, stunned, knitting, carpeting, wandered, gathering, beginning, skimmed, chatting, shrugged, bothering, whipped, quizzed, suffering, scanned, ordered, totaled, answered, upsetting*<br>**Review Words:** *wandering, dimmed, stripped, ordered, snapping*<br>**Challenge Words:** *compelling, deposited, occurred, threatening, canceled* | **Grammar Skill**<br>Adjectives<br><br>**How English Works**<br>Condensing Ideas | **Language Skills and Strategies**<br>**Collaborate:** Apologize<br>**Interpret:** Evaluate Author's Language Choice<br>**Produce:** Plan a Presentation<br>**How English Works:** Use Adverbs to Describe Detail<br>**Vocabulary Network:** Words About Visual Arts | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Friendly Letter<br><br>**Focus**<br>Development<br><br>**Write About Reading**<br>Performance Task |
| **17** | **Anchor Text**<br>LAFF<br>**Genre**: Science Fiction<br><br>**Paired Selection**<br>From Dreams to Reality<br>**Genre**: Informational Text | **Target Skill**<br>Story Structure<br><br>**Target Strategy**<br>Infer/Predict<br><br>**Second Read Skills**<br>Literary Devices<br>Point of View: First-Person | Recognizing Common Word Parts | Intonation | **Read Aloud**<br>The Visitor<br><br>Speaking/Listening: Summarize by Condensing Ideas | **Target/Academic Vocabulary**<br>*impressed, admitted, produced, destination, original, concentrate, collected, rumor, suspense, compliment*<br><br>**Domain-Specific Words**<br>*experimentation, futuristic, ingenuity, patent, revolutionize*<br><br>**Vocabulary Strategies**<br>Reference Materials | **Spelling Principle**<br>More Words with *-ed* or *-ing*<br><br>**Spelling Words**<br>**Basic Words:** *tiring, borrowed, freezing, delivered, whispered, losing, decided, amazing, performing, resulting, related, attending, damaged, remarked, practicing, supported, united, expected, amusing, repeated*<br>**Review Words:** *pleasing, dared, traveled, checking, landed*<br>**Challenge Words:** *assigned, entertaining, operated, rehearsing, donated* | **Grammar Skill**<br>Adverbs<br><br>**How English Works**<br>Modifying to Add Details | **Language Skills and Strategies**<br>**Collaborate:** Communicate Effectively<br>**Interpret:** Analyze Word Choice for Effect and Shades of Meaning<br>**Produce:** Write a Report<br>**How English Works:** Connect Ideas<br>**Vocabulary Network:** Words About Creative Inventions | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Character Description<br><br>**Focus**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Create a Multimedia Presentation |

JOURNEYS

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **18** | **Anchor Text**<br>The Dog Newspaper<br>**Genre**: Autobiography<br><br>**Paired Selection**<br>Poetry About Poetry<br>**Genre**: Poetry | **Target Skill**<br>Fact and Opinion<br><br>**Target Strategy**<br>Analyze/Evaluate<br><br>**Second Read Skills**<br>Main Ideas and Details<br>Narrative Pacing | Recognizing Suffixes | Phrasing: Punctuation | **Read Aloud**<br>Hundreds Rally at Fullerton High<br><br>Speaking/Listening:<br>Listen for Facts and Opinions to Gain Understanding<br><br>**Speaking and Listening Skill**<br>Use Formal and Informal English | **Target/Academic Vocabulary**<br>*career, publication, household, edition, required, formula, background, insights, uneventful, destruction*<br><br>**Domain-Specific Words**<br>*brainstorm, creative license, manuscript, publication, target audience*<br><br>**Vocabulary Strategies**<br>Homophones and Homographs | **Spelling Principle**<br>Changing Final *y* to *i*<br><br>**Spelling Words**<br>**Basic Words:** *duties, earlier, loveliest, denied, ferries, sunnier, terrified, abilities, dirtier, scariest, trophies, cozier, enemies, iciest, greediest, drowsier, victories, horrified, memories, strategies*<br>**Review Words:** *easier, families, studied, countries, happiest*<br>**Challenge Words:** *unified, dictionaries, boundaries, satisfied, tragedies* | **Grammar Skill**<br>Prepositions and Prepositional Phrases<br><br>**How English Works**<br>Text Cohesion | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions to Persuade<br>**Interpret:** Analyze Shades of Meaning<br>**Produce:** Plan a Presentation<br>**How English Works:** Condense Ideas<br>**Vocabulary Network:** Words About Creative Writing | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Autobiography<br><br>**Focus**<br>Development<br><br>**Write About Reading**<br>Performance Task |
| **19** | **Anchor Text**<br>Darnell Rock Reporting<br>**Genre**: Realistic Fiction<br><br>**Paired Selection**<br>Volunteer!<br>**Genre**: Persuasive Text | **Target Skill**<br>Author's Purpose<br><br>**Target Strategy**<br>Summarize<br><br>**Second Read Skills**<br>Dialogue<br>Characterization | More Common Suffixes | Stress | **Read Aloud**<br>The Power of Spirit Lake<br><br>Speaking/Listening:<br>Summarize by Connecting Ideas<br><br>**Speaking and Listening Skill**<br>Give and Evaluate a Persuasive Speech | **Target/Academic Vocabulary**<br>*issue, deteriorating, dependent, exception, granted, effective, urge, violations, ordinance, minimum*<br><br>**Domain-Specific Words**<br>*charity, coalition, generosity, neighborhood, volunteer*<br><br>**Vocabulary Strategies**<br>Greek and Latin Suffixes<br>*-ism, -ist, -able, -ible* | **Spelling Principle**<br>Suffixes: *-ful, -ly, -ness, -less, -ment*<br><br>**Spelling Words**<br>**Basic Words:** *lately, settlement, watchful, countless, steadily, closeness, calmly, government, agreement, cloudiness, delightful, noisily, tardiness, forgetful, forgiveness, harmless, enjoyment, appointment, effortless, plentiful*<br>**Review Words:** *clumsiness, movement, pavement, lonely, penniless*<br>**Challenge Words:** *suspenseful, merciless, seriousness, contentment, suspiciously* | **Grammar Skill**<br>More Kinds of Pronouns<br><br>**How English Works**<br>Using Noun Phrases | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions to Gain and Hold the Floor<br>**Interpret:** Describe Ideas, Phenomena, and Text Elements<br>**Produce:** Write a Description<br>**How English Works:** Understand Text Structure<br>**Vocabulary Network:** Words About Community | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Personal Narrative<br><br>**Focus**<br>Purpose<br><br>**Write About Reading**<br>Performance Task |

JOURNEYS

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **20** | **Anchor Text**<br>The Black Stallion<br>**Genre**: Adventure<br><br>**Paired Selection**<br>Horse Power<br>**Genre:** Informational Text | **Target Skill**<br>Story Structure<br><br>**Target Strategy**<br>Question<br><br>**Second Read Skills**<br>Characterization<br>Theme | Stress in Three-Syllable Words | Accuracy | **Read Aloud**<br>The Huntress<br><br>Speaking/Listening:<br>Summarize a Text Read Aloud<br><br>**Speaking and Listening Skill**<br>Hold a Literature Discussion | **Target/Academic Vocabulary**<br>*piercing, descended, quivered, savage, delicacy, fitful, heave, diminishing, rhythmic, marveling*<br><br>**Domain-Specific Words**<br>*behaviors, cooperation, patience, relationship, training*<br><br>**Vocabulary Strategies**<br>Figurative Language | **Spelling Principle**<br>Words from Other Languages<br><br>**Spelling Words**<br>**Basic Words:** *salsa, mattress, tycoon, burrito, bandanna, tomato, poncho, dungarees, lasso, patio, siesta, cargo, vanilla, tsunami, iguana, plaza, caravan, hammock, pajamas, gallant*<br>**Review Words:** *canyon, mirror, magazine, rodeo, monkey*<br>**Challenge Words:** *mosquito, cathedral, alligator, tambourine, sombrero* | **Grammar Skill**<br>Proper Mechanics and Writing Titles<br><br>**How English Works**<br>Text Structure | **Language Skills and Strategies**<br>**Collaborate:** Negotiate in Conversation<br>**Interpret:** Demonstrate Active Listening<br>**Produce:** Plan a Presentation<br>**How English Works:** Use Possessive Pronouns<br>**Vocabulary Network:** Words About Relationships | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Personal Narrative<br><br>**Focus**<br>Conventions<br><br>**Write About Reading**<br>Performance Task |
| **Performance Task** | **Anchor Text**<br>Lunch Money<br>**Genre:** Realistic Fiction<br><br>**Anchor Text**<br>Darnell Rock Reporting<br>**Genre:** Realistic Fiction | | | | | | | **Grammar Review**<br>Simple Sentences, Kinds of Sentences | | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Literary Analysis |
| **Extended Reading** | **Trade Book**<br>About Time: A First Look at Time and Clocks<br>**Genre**: Nonfiction | **Target Strategies**<br>Monitor/Clarify<br>Question<br>Analyze/Evaluate | | Expression | **Read Aloud**<br>Look What I Found!<br><br>Speaking/Listening:<br>Draw Conclusions Based on Details in Story Read Aloud | **Content Vocabulary Words**<br>*principle, interval, revolution, coincided, aligned, consistent, cylinder, corrosion, medieval, mechanical, rudimentary, gears, coil, precision, regulate, adjacent, theory*<br><br>**Domain-Specific Words**<br>*equator, orbits, face, grandfather clock* | **Integrated Language Arts Review**<br>Spelling Skills Review | **Integrated Language Arts Review**<br>Grammar Skills Review | | **Collaborative Project**<br>Time Marches On<br><br>**Write About Media**<br><br>**Write About Reading** |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **21** | **Anchor Text**<br>Tucket's Travels<br>**Genre**: Historical Fiction<br><br>**Paired Selection**<br>Wild Weather<br>**Genre**: Technical Text | **Target Skill**<br>Sequence of Events<br><br>**Target Strategy**<br>Visualize<br><br>**Second Read Skills**<br>Figurative Language<br>Author's Word Choice | Common Final Syllables | Phrasing: Pauses | **Read Aloud**<br>Land Rush!<br><br>Speaking/Listening: Listen for Sequence of Events to Gain Understanding<br><br>**Speaking and Listening Skill**<br>Present Quantitative Information | **Target/Academic Vocabulary**<br>*undoubtedly, salvation, shuffled, stunted, evident, pace, seep, vain, mirages, factor*<br><br>**Domain-Specific Words**<br>*atmosphere, barometer, climate, drought, thunderstorm*<br><br>**Vocabulary Strategies**<br>Shades of Meaning | **Spelling Principle**<br>Final /n/ or /ə n/, /ch ə r/, /zh ə r/<br><br>**Spelling Words**<br>**Basic Words:** *nature, certain, future, villain, mountain, mixture, pleasure, captain, departure, surgeon, texture, curtain, creature, treasure, gesture, fountain, furniture, measure, feature, adventure*<br>**Review Words:** *picture, capture, surprise, receive, idea*<br>**Challenge Words:** *leisure, sculpture, architecture, chieftain, enclosure* | **Grammar Skill**<br>The Verbs *be* and *have*<br><br>**How English Works**<br>Connecting Ideas | **Language Skills and Strategies**<br>**Collaborate:** Persuade Others<br>**Interpret:** Determine Meanings of Unknown Words<br>**Produce:** Write a Story<br>**How English Works:** Use Past Tense Verbs<br>**Vocabulary Network:** Words About Good Instincts | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Editorial<br><br>**Focus**<br>Purpose<br><br>**Write About Reading**<br>Performance Task |
| **22** | **Anchor Text**<br>The Birchbark House<br>**Genre**: Historical Fiction<br><br>**Paired Selection**<br>Four Seasons of Food<br>**Genre**: Informational Text | **Target Skill**<br>Theme<br><br>**Target Strategy**<br>Infer/Predict<br><br>**Second Read Skills**<br>Author's Word Choice<br>Visual Elements | More Final Syllables | Rate | **Read Aloud**<br>Tales and Truths of the Ojibwe<br><br>Speaking/Listening: Listen to Fluent, Appropriately-Paced Reading<br><br>**Speaking and Listening Skill**<br>Give an Informative Speech | **Target/Academic Vocabulary**<br>*reasoned, margins, envy, upright, bared, spared, nerve, banish, astonished, deserted*<br><br>**Domain-Specific Words**<br>*customs, indigenous, language, mythology, values*<br><br>**Vocabulary Strategies**<br>Reference Materials | **Spelling Principle**<br>Final /ij/, /iv/, /is/<br><br>**Spelling Words**<br>**Basic Words:** *storage, olive, service, relative, cabbage, courage, native, passage, voyage, knowledge, image, creative, average, justice, detective, postage, cowardice, adjective, village, language*<br>**Review Words:** *notice, marriage, package, office, manage*<br>**Challenge Words:** *prejudice, cooperative, beverage, heritage, apprentice* | **Grammar Skill**<br>Perfect Tenses<br><br>**How English Works**<br>Using Noun Phrases | **Language Skills and Strategies**<br>**Collaborate:** Greet; Provide Counterarguments<br>**Interpret:** Evaluate Language Choices<br>**Produce:** Plan a Speech<br>**How English Works:** Use Regular and Irregular Plural Nouns<br>**Vocabulary Network:** Words About Traditions | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Response to Literature<br><br>**Focus**<br>Organization<br><br>**Write About Reading**<br>Performance Task |

JOURNEYS

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **23** | **Anchor Text**<br>Vaqueros: America's First Cowboys<br>**Genre**: Informational Text<br><br>**Paired Selection**<br>Rhyme on the Range<br>**Genre**: Poetry | **Target Skill**<br>Text and Graphic Features<br><br>**Target Strategy**<br>Summarize<br><br>**Second Read Skills**<br>Main Ideas and Details<br>Adages | Unstressed Syllables | Expression | **Read Aloud**<br>The Turbulent History of Texas<br><br>Speaking/Listening:<br>Listen and Read Orally | **Target/Academic Vocabulary**<br>*extending, dominated, residents, flourished, acquainted, prospered, hostile, acknowledged, sprawling, decline*<br><br>**Domain-Specific Words**<br>*gold rush, pioneer, prospector, rancher, westward expansion*<br><br>**Vocabulary Strategies**<br>Adages and Proverbs | **Spelling Principle**<br>Unstressed Syllables<br><br>**Spelling Words**<br>**Basic Words:** *entry, limit, talent, disturb, entire, wisdom, dozen, impress, respond, fortress, neglect, patrol, kitchen, forbid, pirate, spinach, adopt, frighten, surround, challenge*<br>**Review Words:** *honest, instead, whether, event, attend*<br>**Challenge Words:** *adapt, refuge, distribute, industry, somber* | **Grammar Skill**<br>Easily Confused Verbs<br><br>**How English Works**<br>Condensing Ideas | **Language Skills and Strategies**<br>**Collaborate:** Adapt Language Choices for Purpose, Task, or Audience<br>**Interpret:** Distinguish Effects of Words and Shades of Meaning<br>**Produce:** Write a Summary<br>**How English Works:** Expand Sentences with Adverb Phrases<br>**Vocabulary Network:** Words About the West | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Persuasive Argument<br><br>**Focus**<br>Organization<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Report on a Text |
| **24** | **Anchor Text**<br>Rachel's Journal: The Story of a Pioneer Girl<br>**Genre**: Historical Fiction<br><br>**Paired Selection**<br>Westward to Freedom<br>**Genre**: Informational Text | **Target Skill**<br>Cause and Effect<br><br>**Target Strategy**<br>Analyze/Evaluate<br><br>**Second Read Skills**<br>Figurative Language<br>Point of View | Simple Prefixes | Accuracy and Self-Correction | **Read Aloud**<br>Tales of the Trail<br><br>Speaking/Listening:<br>Listen for Context to Recognize and Understand Words<br><br>**Speaking and Listening Skill**<br>Compare and Contrast Varieties of English | **Target/Academic Vocabulary**<br>*rustling, balked, lectured, disadvantage, quaking, beacon, mishap, surged, torment, fared*<br><br>**Domain-Specific Words**<br>*frontier, trailblazers, prairie, settlement, wagon train*<br><br>**Vocabulary Strategies**<br>Using Context | **Spelling Principle**<br>Prefixes: *in-, un-, dis-, mis-*<br><br>**Spelling Words**<br>**Basic Words:** *mislead, dismiss, insincere, unable, indirect, mistreat, disaster, dishonest, insecure, unknown, incomplete, unequal, unstable, misspell, disagree, informal, discover, unwise, mislaid, disgrace*<br>**Review Words:** *untidy, disorder, mistake, uneven, dislike*<br>**Challenge Words:** *invisible, mishap, unfortunate, discourage, unnecessary* | **Grammar Skill**<br>Making Comparisons<br><br>**How English Works**<br>Text Structure | **Language Skills and Strategies**<br>**Collaborate:** Adapt Language Choices for Purpose, Task, or Audience<br>**Interpret:** Use Words for Different Effects<br>**Produce:** Plan a Presentation<br>**How English Works:** Combine Clauses to Connect Ideas<br>**Vocabulary Network:** Words About Pioneers | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Response Essay<br><br>**Focus**<br>Evidence<br><br>**Write About Reading**<br>Performance Task |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **25** | **Anchor Text**<br>Lewis and Clark<br>**Genre**: Narrative Nonfiction<br><br>**Paired Selection**<br>A Surprise Reunion<br>**Genre**: Play | **Target Skill**<br>Main Ideas and Details<br><br>**Target Strategy**<br>Monitor/Clarify<br><br>**Second Read Skills**<br>Primary Sources<br>Explain Historical Events | Consonant Alternations | Phrasing: Punctuation | **Read Aloud**<br>The True Story of Sacagawea<br><br>Speaking/Listening:<br>Listen for Main Ideas and Details | **Target/Academic Vocabulary**<br>*expedition, barrier, despite, fulfilled, range, techniques, resumed, edible, tributaries, trek*<br><br>**Domain-Specific Words**<br>*discovery, expedition, route, supplies, traveler*<br><br>**Vocabulary Strategies**<br>Analogies | **Spelling Principle**<br>Sufffix: *-ion*<br><br>**Spelling Words**<br>**Basic Words:** *elect, election, tense, tension, react, reaction, confess, confession, decorate, decoration, contribute, contribution, express, expression, imitate, imitation, connect, connection, admire, admiration*<br>**Review Words:** *camera, famous, question, movie, minute*<br>**Challenge Words:** *fascinate, fascination, construct, construction* | **Grammar Skill**<br>Contractions<br><br>**How English Works**<br>Text Cohesion | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer Questions<br>**Interpret:** Explain Ideas and Phenomena<br>**Produce:** Write a Summary<br>**How English Works:** Condense Ideas<br>**Vocabulary Network:** Words About Exploration | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Response Essay<br><br>**Focus**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy**<br>Use Primary and Secondary Sources |
| **Performance Task** | **Anchor Text**<br>Tucket's Travels<br>**Genre:** Historical Fiction<br><br>**Anchor Text**<br>Rachel's Journal: The Story of a Pioneer Girl<br>**Genre:** Historical Fiction | | | | | | | **Grammar Review**<br>Writing Titles, Complete Sentences | | **Writing Mode**<br>Opinion Writing<br><br>**Writing Form**<br>Response to Literature |

JOURNEYS

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **26** | **Anchor Text**<br>Animals on the Move<br>**Genre**: Informational Text<br><br>**Paired Selection**<br>Skywoman's Rescue<br>**Genre**: Play<br><br>"The Whale," "Wild Geese"<br>**Genre**: Poetry<br><br>**Trade Book**<br>Skunk Scout<br>**Author:** Laurence Yep<br>**Genre:** Realistic Fiction<br><br>**Trade Book**<br>Frindle<br>**Author:** Andrew Clements<br>**Genre:** Realistic Fiction | **Target Skill**<br>Text and Graphic Features<br><br>**Target Strategy**<br>Visualize | Prefixes and Word Roots | Phrasing: Pauses | **Read Aloud**<br>Moving from Place to Place<br><br>Speaking/Listening: Listen for Words that Help with Visualization<br><br>**Speaking and Listening Skill**<br>Presenting a Dramatization | **Review Vocabulary**<br>*disturbing, struggled, gradually, scanned, identical, routine, gorgeous, sweeping, primitive, brandishing*<br><br>**Vocabulary Strategies**<br>Multiple-Meaning Words | **Spelling Principle**<br>Word Parts: *com-, con-, pre-, pro-*<br><br>**Spelling Words**<br>**Basic Words:** *produce, company, protect, preview, contain, combat, prejudge, commotion, contest, prefix, progress, computer, confide, convince, prospect, confirm, preflight, provide, propose, promotion*<br>**Review Words:** *continue, protest, pretend, prepare*<br>**Challenge Words:** *concurrent, conscious, commercial, complete, conversation* | **Grammar Skill**<br>Possessive Nouns<br><br>**How English Works**<br>Noun Phrases | **Language Skills and Strategies**<br>**Collaborate:** Respond; Follow Turn-Taking Rules<br>**Interpret:** Listen Actively<br>**Produce:** Plan a Speech<br>**How English Works:** Understand Text Structure<br>**Vocabulary Network:** Words About Animal Adaptation | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Definition Paragraph<br><br>**Focus**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task |
| **27** | **Anchor Text**<br>Mysteries at Cliff Palace<br>**Genre**: Readers' Theater<br><br>**Paired Selection**<br>Cave of the Crystals<br>**Genre**: Readers' Theater<br><br>"Places and Names: A Traveler's Guide," "Los libros/Books"<br>**Genre**: Poetry<br><br>**Trade Book**<br>Skunk Scout<br>**Author:** Laurence Yep<br>**Genre:** Realistic Fiction<br><br>**Trade Book**<br>Frindle<br>**Author:** Andrew Clements<br>**Genre:** Realistic Fiction | **Target Skill**<br>Theme<br><br>**Target Strategy**<br>Analyze/Evaluate | More Familiar Suffixes | Adjust Rate to Purpose | **Read Aloud**<br>The Paleo Indians: Changing with the Times<br><br>Speaking/Listening: Summarize Using Compare-and-Contrast Sentence Frames<br><br>**Speaking and Listening Skill**<br>Give a Persuasive Speech | **Review Vocabulary**<br>*dwarfed, procedure, transferred, enthusiastic, adapted, conserving, critical, realization, available, resemble*<br><br>**Vocabulary Strategies**<br>Suffixes *-ness, -less, -ment* | **Spelling Principle**<br>Suffixes *-ant, -ent, -able, -ible, -ism, -ist*<br><br>**Spelling Words**<br>**Basic Words:** *vacant, insistent, reversible, patriotism, finalist, honorable, contestant, observant, urgent, pessimist, comfortable, absorbent, optimism, journalism, novelist, terrible, frequent, laughable, radiant, collectible*<br>**Review Words:** *president, important, becoming, cheerful, illness*<br>**Challenge Words:** *evident, triumphant, occupant, digestible, curable* | **Grammar Skill**<br>Titles and Abbreviations<br><br>**How English Works**<br>Using Verb Types and Tenses | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer; Affirm and Add Information<br>**Interpret:** Determine Meanings of Unknown Words<br>**Produce:** Write an Exposition<br>**How English Works:** Use Indefinite Pronouns<br>**Vocabulary Network:** Words About Culture | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Journal Entry<br><br>**Focus**<br>Purpose<br><br>**Write About Reading**<br>Performance Task |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **28** | **Anchor Text**<br>Fossils: A Peek Into the Past<br>**Genre**: Informational Text<br><br>**Paired Selection**<br>Trapped in Tar!<br>**Genre**: Informational Text<br><br>"Journey of the Woolly Mammoth," "Fossils"<br>**Genre**: Poetry<br><br>**Trade Book**<br>Skunk Scout<br>**Author:** Laurence Yep<br>**Genre:** Realistic Fiction<br><br>**Trade Book**<br>Frindle<br>**Author:** Andrew Clements<br>**Genre:** Realistic Fiction | **Target Skill**<br>Fact and Opinion<br><br>**Target Strategy**<br>Question | Greek Word Roots | Expression | **Read Aloud**<br>Sue Tells a Story<br><br>Speaking/Listening: Listen to Identify Excitement Signaled by Exclamation Points<br><br>**Speaking and Listening Skill**<br>Participate in a Debate | **Review Vocabulary**<br>*viewpoint, surveyed, advantages, previously, legendary, retreat, persuade, aspects, rural, organize*<br><br>**Vocabulary Strategies**<br>Idioms | **Spelling Principle**<br>Greek Word Parts<br><br>**Spelling Words**<br>**Basic Words:** *telephone, autograph, microscope, photograph, televise, biology, microphone, paragraph, symphony, telegraph, megaphone, microwave, photocopy, biography, saxophone, telescope, calligraphy, xylophone, homophone, homograph*<br>**Review Words:** *athlete, history, melody, type, topic*<br>**Challenge Words:** *telecommute, bibliography, phonetic, microbe, autobiography* | **Grammar Skill**<br>Commas in Sentences<br><br>**How English Works**<br>Condensing Ideas | **Language Skills and Strategies**<br>**Collaborate:** Offer Opinions to Persuade Others<br>**Interpret:** Evaluate Author's Language Choices<br>**Produce:** Plan a Presentation<br>**How English Works:** Use Future Tense Verbs<br>**Vocabulary Network:** Words About Archaeology | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Summary<br><br>**Focus**<br>Evidence<br><br>**Write About Reading**<br>Performance Task |
| **29** | **Anchor Text**<br>The Case of the Missing Deer<br>**Genre**: Realistic Fiction<br><br>**Paired Selection**<br>Fossil Fish Found!<br>**Genre**: Informational Text<br><br>"Encounter," "Deep in the Forest"<br>**Genre**: Poetry<br><br>**Trade Book**<br>Skunk Scout<br>**Author:** Laurence Yep<br>**Genre:** Realistic Fiction<br><br>**Trade Book**<br>Frindle<br>**Author:** Andrew Clements<br>**Genre:** Realistic Fiction | **Target Skill**<br>Conclusions and Generalizations<br><br>**Target Strategy**<br>Infer/Predict | Latin Word Roots | Stress | **Read Aloud**<br>Fossils<br><br>Speaking/Listening: Listen for Conclusions and Generalizations<br><br>**Speaking and Listening Skill**<br>Oral Presentation | **Review Vocabulary**<br>*record, incredibly, destination, suspense, required, insights, dependent, effective, diminishing, marveling*<br><br>**Vocabulary Strategies**<br>Greek and Latin Roots<br>*tele, photo, graph, meter; scrib, rupt, port, ject* | **Spelling Principle**<br>Latin Word Parts<br><br>**Spelling Words**<br>**Basic Words:** *inspect, export, erupt, predict, respect, bankrupt, dictate, porter, report, spectacle, deport, interrupt, dictator, import, disrupt, portable, transport, spectator, verdict, dictionary*<br>**Review Words:** *support, hospital, polite, recent, memory*<br>**Challenge Words:** *spectacular, contradict, corrupt, retrospect, rupture* | **Grammar Skill**<br>More Commas<br><br>**How English Works**<br>Text Structure | **Language Skills and Strategies**<br>**Collaborate:** Gain and/or Hold the Floor<br>**Interpret:** Use Words for Different Effects and Shades of Meaning<br>**Produce:** Write a Drama<br>**How English Works:** Use Noun Phrases and Possessive Nouns<br>**Vocabulary Network:** Words About Nature | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Informational Essay<br><br>**Focus**<br>Organization<br><br>**Write About Reading**<br>Performance Task |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **30** | **Anchor Text**<br>Get Lost! The Puzzle of Mazes<br>**Genre**: Informational Text<br><br>**Paired Selection**<br>Journey to Cuzco<br>**Genre**: Myth<br><br>"The Best Paths," "Compass"<br>**Genre**: Poetry<br><br>**Trade Book**<br>Skunk Scout<br>**Author:** Laurence Yep<br>**Genre:** Realistic Fiction<br><br>**Trade Book**<br>Frindle<br>**Author:** Andrew Clements<br>**Genre:** Realistic Fiction | **Target Skill**<br>Main Ideas and Details<br><br>**Target Strategy**<br>Summarize | Identifying VCV, VCCV, and VCCCV Syllable Patterns | Accuracy | **Read Aloud**<br>Finding Their Way<br><br>Speaking/Listening: Listen for Main Ideas and Supporting Details<br><br>**Speaking and Listening Skill**<br>Using Multimedia in an Oral Report | **Review Vocabulary**<br>*undoubtedly, pace, reasoned, nerve, underestimated, disadvantage, extending, residents, balked, techniques, barrier*<br><br>**Vocabulary Strategies**<br>Word Origins | **Spelling Principle**<br>Words from Other Languages<br><br>**Spelling Words**<br>**Basic Words:** *ballet, echo, bouquet, cassette, coupon, safari, portrait, barrette, depot, courtesy, petite, denim, brunette, buffet, garage, khaki, crochet, chorus, essay, alphabet*<br>**Review Words:** *routine, rescue, crayon, amuse, reason*<br>**Challenge Words:** *encore, collage, matinee, premiere, embarrass* | **Grammar Skill**<br>Other Punctuation<br><br>**How English Works**<br>Modifying to Add Details | **Language Skills and Strategies**<br>**Collaborate:** Negotiate with Others in Conversations<br>**Interpret:** Understand Word Choice and Shades of Meaning<br>**Produce:** Plan a Speech<br>**How English Works:** Use Comparative and Superlative Adverbs<br>**Vocabulary Network:** Words About Curiosity | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Informational Essay<br><br>**Focus**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task |
| **Extended Reading** | **Trade Book**<br>Mysteries of the Mummy Kids<br>**Genre:** Informational Text | **Target Strategies**<br>Visualize<br>Analyze/Evaluate<br>Question<br>Infer/Predict<br>Summarize | | Phrasing: Punctuation | **Read Aloud**<br>Journey to the Mummy Sites<br><br>Speaking/Listening: Identify Main Ideas and Details | **Content Vocabulary Words**<br>*notable, artifacts, incorporated, tolerated, chronicles, fermented, sanctuary, distinctive, compacted, treacherous, reverence, international, textiles, prominent, criticized, consistencies, negotiated, dignity, persistent, disruption, primitive, mortality, modified, evicted, expertise, adjacent, era, devoted, theory, guaranteeing*<br><br>**Domain-Specific Vocabulary**<br>*theocracy, withered, trinkets, nourishment, animism, meticulous* | **Integrated Language Arts Review**<br>Spelling Principles Review | **Integrated Language Arts Review**<br>Grammar Skills Review | **Language Skills and Strategies**<br>**Collaborate:** Persuade Others<br>**Interpret:** Listen Actively<br>**Produce:** Plan a Presentation<br>**How English Works:** Understand Reflexive Pronouns<br>**Vocabulary Network** | **Collaborative Project**<br>A Virtual Tour Through Time<br><br>**Write About Media**<br><br>**Write About Reading** |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **1** | **Anchor Text**<br>The School Story<br>**Genre:** Realistic Fiction<br><br>**Paired Selection** "Eleven"<br>**Genre:** Short Story | **Target Skill**<br>Understanding Characters<br><br>**Target Strategy**<br>Question<br><br>**Supporting Skills**<br>Dialogue<br>Simile | VCCV Syllable Pattern | Accuracy | **Read Aloud**<br>Kids in Print<br><br>Speaking /Listening: Reflecting on the story<br>Inferring and drawing conclusions<br><br>**Speaking and Listening Skill**<br>Literature Discussion | **Target/Academic Vocabulary**<br>*literary, revisions, manuscript, wry, editorial, muted, maze, publishing, pressuring, disclose*<br><br>**Domain-Specific Vocabulary**<br>*agent, copyright, plagiarism, press release, self-publish*<br><br>**Vocabulary Strategies**<br>Prefixes *dis-, ex-, inter-, non-* | **Spelling Principle**<br>Short Vowels<br><br>**Spelling Words**<br>**Basic Words:** *batch, reject, vanish, sloppy, rhythm, blunder, strict, meadow, recover, cleanse, text, mystery, expand, bluff, promptly, initials, statue, polish, somehow, dreadful*<br>**Review Words:** *swift, tense, modern, grasp, bundle*<br>**Challenge Words:** *salary, quintet, magnetic, tepid, intact* | **Grammar Skill**<br>Complete Sentences<br><br>**How English Works**<br>Text Structure | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer Questions<br>**Interpret:** Explain Ideas and Text Elements<br>**Produce:** Write Informational Texts Collaboratively<br>**How English Works:** Expand Noun Phrases<br>**Vocabulary Network:** Words About Relationships | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Personal Narrative Paragraph<br><br>**Focus Trait**<br>Development<br><br>**Write About Reading**<br>Performance Task |
| **2** | **Anchor Text**<br>Knots in My Yo-Yo String<br>**Genre:** Autobiography<br><br>**Paired Selection**<br>Sporty Poetry<br>**Genre:** Poetry | **Target Skill**<br>Author's Purpose<br><br>**Target Strategy**<br>Infer/Predict<br><br>**Supporting Skills**<br>Point of View<br>Figurative Language | VCV Syllable Pattern | Phrasing: Pauses | **Read Aloud**<br>The Assignment<br><br>Speaking/Listening: Evaluating whether the author's claim is supported and how it affects readers' reaction to the story<br><br>**Speaking and Listening Skill**<br>Give a Speech | **Target/Academic Vocabulary**<br>*contested, pursuit, scholastic, grimly, employed, tumult, mentor, culprit, deprived, miraculous*<br><br>**Domain-Specific Vocabulary**<br>*aerobic, agility, endurance, flexibility, physical fitness*<br><br>**Vocabulary Strategies**<br>Suffixes *-er, -or, -ar, -ist, -ian, -ent* | **Spelling Principle**<br>Long Vowels<br><br>**Spelling Words**<br>**Basic Words:** *scene, bracelet, mute, strive, faithful, devote, rhyme, succeed, coax, rely, conceal, forgave, lonesome, delete, confine, exceed, terrain, reproach, abuse, defeat*<br>**Review Words:** *disagree, compose, awake, unwise, release*<br>**Challenge Words:** *ratify, serene, refute, appraise, humane* | **Grammar Skill**<br>Kinds of Sentences<br><br>**How English Works**<br>Using Noun Phrases | **Language Skills and Strategies**<br>**Collaborate:** Exchange Information and Ideas<br>**Interpret:** Ask and Answer Questions<br>**Produce:** Plan and Deliver Oral Presentations<br>**How English Works:** Recognize and Use Proper Nouns<br>**Vocabulary Network:** Words About Teamwork | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Personal Narrative<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task |
| **3** | **Anchor Text**<br>The Making of a Book<br>**Genre: :** Informational Text<br><br>**Paired Selection**<br>Portraying Portraits<br>**Genre:** Informational Text | **Target Skill**<br>Sequence of Events<br><br>**Target Strategy**<br>Analyze/Evaluate<br><br>**Supporting Skills**<br>Domain-Specific Vocabulary<br>Diagrams | Stressed and Unstressed Syllables | Intonation | **Read Aloud**<br>To E-Book or Not to E-Book?<br><br>Speaking/Listening: Evaluating whether the author's claim is supported and citing text evidence | **Target/Academic Vocabulary**<br>*painstaking, exploded, submitted, negotiations, collaborate, repetitive, appealing, complement, appropriate, impaired*<br><br>**Domain-Specific Vocabulary**<br>*best-seller, copyedit, marketing, public domain, publicize*<br><br>**Vocabulary Strategies**<br>Multiple-Meaning Words | **Spelling Principle**<br>Vowel Sounds: /ou/, /oo/, /ô/, /oi/<br><br>**Spelling Words**<br>**Basic Words:** *mound, gloomy, caution, annoy, dawdle, counter, haughty, rejoice, devour, thoughtful, flawless, maroon, droop, doubt, bamboo, hoist, oyster, exhausted, scoundrel, boundary*<br>**Review Words:** *royal, naughty, avoid, announce, cartoon*<br>**Challenge Words:** *bountiful, aloof, adjoin, taut, turquoise* | **Grammar Skill**<br>Subjects and Predicates<br><br>**How English Works**<br>Connecting Ideas | **Language Skills and Strategies**<br>**Collaborate:** Affirm Others<br>**Interpret:** Determine the Meanings of Unknown Words<br>**Produce:** Write Literary Texts Collaboratively<br>**How English Works:** Understand Text Cohesion<br>**Vocabulary Network:** Words About Books | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Story Scene<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy Skills**<br>Present Findings |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **4** | **Anchor Text**<br>The ACES Phone<br>**Genre:** Science Fiction<br><br>**Paired Selection**<br>Silent Noise<br>**Genre:** Informational Text | **Target Skill**<br>Story Structure<br><br>**Target Strategy**<br>Monitor/Clarify<br><br>**Supporting Skills**<br>Alliteration<br>Style and Tone | VCCCV Syllable Pattern | Rate | **Read Aloud**<br>An Acorn's Worth<br><br>Speaking/Listening: Asking questions and considering different perspectives<br><br>**Speaking and Listening Skill**<br>Compare and Contrast Experiences | **Target/Academic Vocabulary**<br>*clamor, torrent, clustered, doleful, swiveled, coaxed, transmissions, accustomed, urgent, void*<br><br>**Domain-Specific Vocabulary**<br>*body language, frequencies, linguistics, pitch, sonar*<br><br>**Vocabulary Strategies**<br>Prefixes *de-, trans-* | **Spelling Principle**<br>Vowel + /r/ Sounds<br><br>**Spelling Words**<br>**Basic Words:** *source, flirt, hurdle, parka, frontier, forward, radar, earnest, afford, urban, discard, smirk, rehearse, mourn, surface, parcel, yearn, fierce, starch, formula*<br>**Review Words:** *earth, further, squirm, pardon, perform*<br>**Challenge Words:** *horizontal, circuit, reimburse, formidable, monarchy* | **Grammar Skill**<br>Common and Proper Nouns<br><br>**How English Works**<br>Productive | **Language Skills and Strategies**<br>**Collaborate:** Add Relevant Information<br>**Interpret:** Evaluate Language Choices<br>**Produce:** Use Academic Vocabulary<br>**How English Works:** Understand Text Cohesion<br>**Vocabulary Network:** Words About Listening | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Plan a Fictional Narrative<br><br>**Focus Trait**<br>Organization<br><br>**Write About Reading**<br>Performance Task |
| **5** | **Anchor Text**<br>The Myers Family<br>**Genre:** Biography<br><br>**Paired Selection**<br>Sound Check<br>**Genre:** Readers' Theater | **Target Skill**<br>Fact and Opinion<br><br>**Target Strategy**<br>Summarize<br><br>**Supporting Skills**<br>Author's Purpose<br>Analyze Events | Homophones | Expression | **Read Aloud**<br>Book...Camera...Action!<br><br>Speaking/Listening: Evaluating whether the author's claim is supported and providing details | **Target/Academic Vocabulary**<br>*predominantly, tendency, welfare, credit, aspect, aptly, tension, parallel, innovation, genuinely*<br><br>**Domain-Specific Vocabulary**<br>*aesthetics, abstract, composition, craftsmanship, montage*<br><br>**Vocabulary Strategies**<br>Reference Sources | **Spelling Principle**<br>Homophones<br><br>**Spelling Words**<br>**Basic Words:** *waist, waste, patience, patients, rite, right, write, muscle, mussel, principal, principle, summary, summery, sight, cite, site, stationary, stationery, coward, cowered*<br>**Review Words:** *berry, bury, hangar, hanger*<br>**Challenge Words:** *barren, baron, burrow, burro, borough* | **Grammar Skill**<br>Other Kinds of Nouns<br><br>**How English Works**<br>Using Verbs | **Language Skills and Strategies**<br>**Collaborate:** Support Opinions and Persuade Others<br>**Interpret:** Explain Phrasing's Effects<br>**Produce:** Write Literary Texts Independently<br>**How English Works:** Expand Sentences with Adverbials<br>**Vocabulary Network:** Words About the Arts | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Draft, Revise, Edit, Publish a Fictional Narrative<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy Skills**<br>Interpret Visuals |
| **Performance Task** | **Anchor Text**<br>The Making of a Book<br>**Genre:** Informational Text<br><br>**Supporting Text**<br>History of the Book<br>**Genre:** Informational Text | | | | | | | **Grammar Review**<br>Complete Sentences; Quotation Marks | | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Narrative |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **6** | **Anchor Text**<br>The Boy Who Saved Baseball<br>**Genre:** Realistic Fiction<br><br>**Paired Selection**<br>Persuading the Public<br>**Genre:** Informational Text | **Target Skill**<br>Theme<br><br>**Target Strategy**<br>Analyze/Evaluate<br><br>**Supporting Skills**<br>Metaphor<br>Understanding Characters | Silent Consonants in Multisyllable Words | Adjust Rate to Purpose | **Read Aloud**<br>The Power of Print<br><br>Speaking/Listening: Paraphrasing the different perspectives set forth in the text | **Target/Academic Vocabulary**<br>*phenomenal, showdown, fundamental, flair, lingered, savor, gloat, berate, reserve, brainwashed*<br><br>**Domain-Specific Vocabulary**<br>*accountability, broadcasting, ethics, media bias, reliability*<br><br>**Vocabulary Strategies**<br>Using Context | **Spelling Principle**<br>Words with *ie* or *ei*<br><br>**Spelling Words**<br>**Basic Words:** *brief, field, reign, review, fiery, receipt, relieve, conceited, neither, foreign, grief, veil, freight, belief, deceive, yield, beige, perceive, seize, leisure*<br>**Review Words:** *thief, view, niece, pier, height*<br>**Challenge Words:** *reprieve, wield, feign, conceive, retrieve* | **Grammar Skill**<br>Kinds of Verbs<br><br>**How English Works**<br>Modifying to Add Details | **Language Skills and Strategies**<br>**Collaborate:** Negotiate with Others Using Learned Phrases<br>**Interpret:** Explain How Different Words with Similar Meanings Produce Different Effects/Shades of Meaning<br>**Produce:** Plan and Deliver Oral Presentations<br>**How English Works:** Combine Clauses to Make Connections/Join Ideas<br>**Vocabulary Network:** Words About the Media | **Writing Mode**<br>Argument Writing<br><br>**Writing Form**<br>Response Paragraph<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy Skills**<br>Present Findings |
| **7** | **Anchor Text**<br>"Do Knot Enter" from Math Trek: Adventures in the MathZone<br>**Genre:** Informational Text<br><br>**Paired Selection**<br>The Knot That Is Not<br>**Genre:** Informational Text | **Target Skill**<br>Text and Graphic Features<br><br>**Target Strategy**<br>Summarize<br><br>**Supporting Skills**<br>Text Structure<br>Figurative Language | *Schwa* in Unstressed Syllables | Stress | **Read Aloud**<br>Math All Around Us<br><br>Speaking/Listening: Evaluating whether the author's claim is supported and providing details<br><br>**Speaking and Listening Skill**<br>Literature Discussion | **Target/Academic Vocabulary**<br>*observe, raucous, looms, zany, gigantic, impressive, phony, distinguish, intriguing, correspond*<br><br>**Domain-Specific Vocabulary**<br>*classify, dimensional, complexity, quantitative, tabulate*<br><br>**Vocabulary Strategies**<br>Word Relationships | **Spelling Principle**<br>Final /ər/<br><br>**Spelling Words**<br>**Basic Words:** *fiber, similar, regular, barrier, superior, grammar, rumor, character, director, acre, consider, junior, senior, solar, scholar, razor, surrender, particular, familiar, laser*<br>**Review Words:** *calendar, weather, mayor, laughter, popular*<br>**Challenge Words:** *escalator, cursor, geyser, perpendicular, maneuver* | **Grammar Skill**<br>Verbs and Objects<br><br>**How English Works**<br>Nouns and Noun Phrases | **Language Skills and Strategies**<br>**Collaborate:** Persuade Others in Conversation<br>**Interpret:** Express Inferences and Conclusions Based on Close Reading<br>**Produce:** Write Informational Texts Independently<br>**How English Works:** Understand Language Resources<br>**Vocabulary Network:** Words About Mathematical Thinking | **Writing Mode**<br>Argument Writing<br><br>**Writing Form**<br>Argument Paragraph<br><br>**Focus Trait**<br>Organization<br><br>**Write About Reading**<br>Performance Task |
| **8** | **Anchor Text**<br>Science Friction<br>**Genre:** Realistic Fiction<br><br>**Paired Selection**<br>Growing Mold<br>**Genre:** Informational Text | **Target Skill**<br>Conclusions and Generalizations<br><br>**Target Strategy**<br>Infer/Predict<br><br>**Supporting Skills**<br>Connotation/Denotation<br>Character's Motivations | Common Final Syllables | Phrasing: Punctuation | **Read Aloud**<br>The Family Fridge<br><br>Speaking/Listening: Posing questions about the story | **Target/Academic Vocabulary**<br>*detached, principle, decomposition, specimens, reluctant, elegant, equations, complex, compromise, shriveled*<br><br>**Domain-Specific Vocabulary**<br>*bacteria, elements, organic, pressure, spore*<br><br>**Vocabulary Strategies**<br>Latin Roots and Affixes | **Spelling Principle**<br>Final /ən/, /əl/, and /ər/<br><br>**Spelling Words**<br>**Basic Words:** *triangle, mental, error, panel, litter, pollen, gallon, cancel, abandon, rival, soldier, recycle, salmon, counsel, rural, vehicle, citizen, monitor, physical, oxygen*<br>**Review Words:** *common, dozen, quarrel, proper, loyal*<br>**Challenge Words:** *punctual, endeavor, abdomen, kilometer, dandelion* | **Grammar Skill**<br>Coordinating Conjunctions<br><br>**How English Works**<br>Using Noun Phrases | **Language Skills and Strategies**<br>**Collaborate:** Negotiate with Others in Conversation<br>**Interpret:** Ask and Answer Questions to Demonstrate Active Listening in Oral Presentation Activities<br>**Produce:** Plan and Deliver Oral Presentations<br>**How English Works:** Expand Noun Phrases to Enrich Meaning and Add Details<br>**Vocabulary Network:** Words About Experiments | **Writing Mode**<br>Argument Writing<br><br>**Writing Form**<br>Book Review<br><br>**Focus Trait**<br>Evidence<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy Skills**<br>Refocus an Inquiry |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **9** | **Anchor Text**<br>Kensuke's Kingdom<br>**Genre:** Realistic Fiction<br><br>**Paired Selection**<br>Exploring Islands<br>**Genre:** Informational Text | **Target Skill**<br>Cause and Effect<br><br>**Target Strategy**<br>Visualize<br><br>**Supporting Skills**<br>Style and Tone<br>Point of View | Base Words and Inflectional Endings | Accuracy | **Read Aloud**<br>Finding North<br><br>Speaking/Listening: Using story details to elaborate<br><br>**Speaking and Listening Skill**<br>Persuasive Speech | **Target/Academic Vocabulary**<br>*venture, defy, consequences, permeated, poised, rigid, rudimentary, sparsely, array, immaculately*<br><br>**Domain-Specific Vocabulary**<br>*biosphere, cones, observation, ecosystem, predator, restoration*<br><br>**Vocabulary Strategies**<br>Denotation and Connotation | **Spelling Principle**<br>Words with *-ed or -ing*<br><br>**Spelling Words**<br>**Basic Words:** *happening, limited, forgetting, equaled, fitting, reasoning, labored, permitting, scrapped, tutoring, admitted, honored, skidding, pardoned, modeling, preferred, scarred, favored, glistening, shuddered*<br>**Review Words:** *delivered, scanned, bothering, listening, upsetting*<br>**Challenge Words:** *omitted, merited, tapered, equipped, recurring* | **Grammar Skill**<br>Subordinating Conjunctions<br><br>**How English Works**<br>Text Structure | **Language Skills and Strategies**<br>**Collaborate:** Persuade Others in Conversation<br>**Interpret:** Determine Meanings of Unknown Words<br>**Produce:** Write Literary Texts Collaboratively/ Use Synonyms, Academic, and Domain-Specific Words<br>**How English Works:** Use Verb Types and Tenses Appropriate to Text<br>**Vocabulary Network:** Words About Changing Feelings | **Writing Mode**<br>Argument Writing<br><br>**Writing Form**<br>Plan an Argument<br><br>**Focus Trait**<br>Evidence<br><br>**Write About Reading**<br>Performance Task |
| **10** | **Anchor Text**<br>Children of the Midnight Sun: Young Native Voices of Alaska<br>**Genre:** Literary Nonfiction<br><br>**Main Selection**<br>Native American Poetry<br>**Genre:** Poetry | **Target Skill**<br>Compare and Contrast<br><br>**Target Strategy**<br>Question<br><br>**Supporting Skills**<br>Arguments and Claims<br>Author's Purpose | Recognizing Common Suffixes | Intonation | **Read Aloud**<br>Climate Change Comes to Alaska<br><br>Speaking/Listening: Evaluating whether the author's claim is supported, citing details<br><br>**Speaking and Listening Skill**<br>Compare Poetry | **Target/Academic Vocabulary**<br>*lore, abundance, lush, teeming, altered, sophisticated, retains, concept, cultural, heritage*<br><br>**Domain-Specific Vocabulary**<br>*ceremony, generation, indigenous, traditional, tribal*<br><br>**Vocabulary Strategies**<br>Synonyms | **Spelling Principle**<br>Endings and Suffixes<br><br>**Spelling Words**<br>**Basic Words:** *reserved, unlikely, purposeful, adorable, amazement, gentleness, sparkling, homeless, excitement, mileage, graceful, sincerely, advanced, usable, amusement, entirely, wireless, excluding, scarcely, changeable*<br>**Review Words:** *freezing, lately, forgiveness, settlement, damaged*<br>**Challenge Words:** *inspiring, idleness, achievement* | **Grammar Skill**<br>Longer Sentences<br><br>**How English Works**<br>Connecting Ideas | **Language Skills and Strategies**<br>**Collaborate:** Adapt Language Choices to Purpose, Task, Audience<br>**Interpret:** Explain How an Author/Speaker Uses Language to Present and Support Ideas/ Opinions<br>**Produce:** Plan and Deliver Oral Presentations/ Justify Opinions with Textual Evidence or Background Knowledge<br>**How English Works:** Expand Sentences with Adverbials<br>**Vocabulary Network:** Words About Culture | **Writing Mode**<br>Argument Writing<br><br>**Writing Form**<br>Draft, Revise, Edit, and Publish an Argument<br><br>**Focus Trait**<br>Conventions<br><br>**Write About Reading**<br>Performance Task |
| **Performance Task** | **Anchor Texts**<br>All selections<br>**Genres**: multiple | | | | | | | **Grammar Review**<br>Complete Sentences; Direct Quotations | | **Writing Mode**<br>Argument<br><br>**Writing Form**<br>Opinion Essay |
| **Extended Reading** | **Trade Novel**<br>Freedom Walkers: The Story of the Montgomery Bus Boycott<br>**Genre:** Informational Text | **Target Strategies**<br>Monitor/Clarify<br>Summarize<br>Infer/Predict<br>Visualize<br>Analyze/Evaluate<br>Question | | Accuracy and Self-Correction | **Read Aloud**<br>Emmett Till<br><br>Speaking/Listening: Paraphrase Portions of a Text Read Aloud | **Content Vocabulary Words**<br>*segregation, grievances, boycott, submission, galvanized, violating, momentous, eminent, oppression, advocating, compromise, commitment, perpetuate, vagrancy, indicted, appeal, injunction, landmark, suppressed, creed* | **Integrated Language Arts Review**<br>Spelling Skills Review | **Integrated Language Arts Review**<br>Grammar Skills Review | | **Collaborative Project**<br>Working Together for Change<br><br>**Write About Media**<br><br>**Write About Reading** |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **11** | **Anchor Text**<br>The Great Fire<br>**Genre:** Literary Nonfiction<br><br>**Paired Selection**<br>Fire: Friend or Enemy?<br>**Genre:** Informational Text | **Target Skill**<br>Sequence of Events<br><br>**Target Strategy**<br>Summarize<br><br>**Supporting Skills**<br>Figurative Language<br>Arguments and Claims | Recognizing Common Word Parts | Phrasing: Pauses | **Read Aloud**<br>A Firefighting Uncle<br><br>Speaking/Listening: Citing details to support an evaluation of the main character | **Target/Academic Vocabulary**<br>*stifling, ambled, intense, smolder, ornately, proclaimed, hazards, unrelenting, flared, alleviate*<br><br>**Domain-Specific Vocabulary**<br>*combustible, flammable, ignite, precaution, volatile*<br><br>**Vocabulary Strategies**<br>Suffixes *-ion, -ation, -ism* | **Spelling Principle**<br>Suffixes: *-ion or -ation*<br><br>**Spelling Words**<br>**Basic Words:** *correct, correction, explore, exploration, admire, admiration, subtract, subtraction, examine, examination, separate, separation, alter, alteration, preserve, preservation, reflect, reflection, substitute, substitution*<br>**Review Words:** *confess, confession, contribute, contribution*<br>**Challenge Words:** *irritate, irritation, coordinate, coordination* | **Grammar Skill**<br>Subject and Object Pronouns<br><br>**How English Works**<br>Text Cohesion | **Language Skills and Strategies**<br>**Collaborate:** Adapt Language Choices<br>**Interpret:** Distinguish Among Different Words' Effects<br>**Produce:** Write Summaries<br>**How English Works:** Combine Clauses<br>**Vocabulary Network:** Words About Fire | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Procedural Essay<br><br>**Focus Trait**<br>Organization<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy Skills**<br>Refocus an Inquiry |
| **12** | **Anchor Text**<br>Airborn<br>**Genre:** Fantasy<br><br>**Paired Selection**<br>Riding on Air<br>**Genre:** Informational Text | **Target Skill**<br>Story Structure<br><br>**Target Strategy**<br>Infer/Predict<br><br>**Supporting Skills**<br>Personification<br>Point of View | Recognizing Common Prefixes | Expression | **Read Aloud**<br>An Unexpected Adventure<br><br>Speaking/Listening: Sharing thoughts about the theme and reflecting on different opinions | **Target/Academic Vocabulary**<br>*jostled, careening, relishing, falter, supple, taut, frail, engulf, frayed, undulating*<br><br>**Domain-Specific Vocabulary**<br>*acceleration, altitude, navigation, velocity, wind currents*<br><br>**Vocabulary Strategies**<br>Prefixes *en-, ad-* | **Spelling Principle**<br>Prefix: *in-, im-, ir-, il-*<br><br>**Spelling Words**<br>**Basic Words:** *illegal, indent, imperfect, irregular, inability, immobile, inaudible, impatient, individual, insecure, impolite, illegible, irresistible, impartial, illogical, inappropriate, improper, ineffective, immovable, irrational*<br>**Review Words:** *informal, indirect, improve, incomplete, impress*<br>**Challenge Words:** *immerse, impartial, illustrious, infer, irrelevant* | **Grammar Skill**<br>Using Pronouns Correctly<br><br>**How English Works**<br>Using Noun Phrases | **Language Skills and Strategies**<br>**Collaborate:** Follow Turn-Taking Rules<br>**Interpret:** Explain Different Words' Effects<br>**Produce:** Use Affixes for Accuracy<br>**How English Works:** Condense Ideas<br>**Vocabulary Network:** Words About Emergencies | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Classification Essay<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy Skills**<br>Multimedia Presentation |
| **13** | **Anchor Text**<br>Onward: A Photobiography of African-American Polar Explorer Matthew Henson<br>**Genre:** Biography<br><br>**Paired Selection**<br>The Pole!<br>**Genre:** Memoir | **Target Skill**<br>Main Idea and Details<br><br>**Target Strategy**<br>Monitor/Clarify<br><br>**Supporting Skills**<br>Connotation<br>Domain-Specific Vocabulary | Consonant Alternations | Stress | **Read Aloud**<br>Discovering the Northwest Passage<br><br>Speaking/Listening: Paraphrasing a key aspect of the story and reflecting on its significance<br><br>**Speaking and Listening Skill**<br>Give a Speech | **Target/Academic Vocabulary**<br>*sacrificed, frigid, equivalent, participants, durable, expanse, deduced, affirmed, culmination, prime*<br><br>**Domain-Specific Vocabulary**<br>*cartography, compass, frontier, sextant, territories*<br><br>**Vocabulary Strategies**<br>Figures of Speech | **Spelling Principle**<br>More Words with *-ion*<br><br>**Spelling Words**<br>**Basic Words:** *circulate, circulation, conclude, conclusion, instruct, instruction, possess, possession, introduce, introduction, except, exception, discuss, discussion, collide, collision, oppose, opposition, estimate, estimation*<br>**Review Words:** *educate, education, elect, election*<br>**Challenge Words:** *detect, detection, procrastinate, procrastination* | **Grammar Skill**<br>Simple and Perfect Verb Tenses<br><br>**How English Works**<br>Modifying to Add Details | **Language Skills and Strategies**<br>**Collaborate:** Paraphrase Key Ideas<br>**Interpret:** Explain Ideas and Text Relationships<br>**Produce:** Use Precise Vocabulary<br>**How English Works:** Understand How Ideas Are Linked<br>**Vocabulary Network:** Words About Explorers | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Definition Essay<br><br>**Focus Trait**<br>Organization<br><br>**Write About Reading**<br>Performance Task |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **14** | **Anchor Text**<br>Any Small Goodness<br>**Genre:** Realistic Fiction<br><br>**Paired Selection**<br>The Ball Is in Their Court<br>**Genre:** Literary Nonfiction | **Target Skill**<br>Theme<br><br>**Target Strategy**<br>Visualize<br><br>**Supporting Skills**<br>Hyperbole<br>Author's Word Choice | Prefixes and Word Roots | Accuracy | **Read Aloud**<br>Coach Dad<br><br>Speaking/Listening: Ask and answer questions<br><br>**Speaking and Listening Skill**<br>Participate in a Debate | **Target/Academic Vocabulary**<br>*veered, anonymous, bland, motive, skeptical, reception, understatement, emulate, aim, fanatic*<br><br>**Domain-Specific Vocabulary**<br>*volunteerism, civic pride, citizen, patriot, social work*<br><br>**Vocabulary Strategies**<br>Word Relationships | **Spelling Principle**<br>Word Parts: *com-, con-*<br><br>**Spelling Words**<br>**Basic Words:** *contrast, contact, compound, concentrate, combine, comment, conference, compete, community, convert, conversation, commute, constitution, conduct, consumer, continent, composition, communicate, compliment, condition*<br>**Review Words:** *combat, commotion, complex, contain, connect*<br>**Challenge Words:** *confidential, commission, compatible, combustion, comprehension* | **Grammar Skill**<br>Subject-Verb Agreement<br><br>**How English Works**<br>Using Verb Tenses | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer *Wh-* Questions<br>**Interpret:** Ask and Answer Questions<br>**Produce:** Use Modal Expressions<br>**How English Works:** Use Verb Types and Tenses<br>**Vocabulary Network:** Words About Community | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Plan an Informational Essay (Prewrite)<br><br>**Focus Trait**<br>Purpose<br><br>**Write About Reading**<br>Performance Task |
| **15** | **Anchor Text**<br>Team Moon: How 400,000 People Landed Apollo 11 on the Moon<br>**Genre:** Literary Nonfiction<br><br>**Paired Selection**<br>The Woman in the Moon<br>**Genre:** Play | **Target Skill**<br>Text and Graphic Features<br><br>**Target Strategy**<br>Analyze/Evaluate<br><br>**Supporting Skills**<br>Domain-Specific Vocabulary<br>Style and Tone | Common Final Syllables *-ise, -ize, -ive, -age* | Intonation | **Read Aloud**<br>Moon Machines<br><br>Speaking/Listening: Paraphrasing key details<br><br>**Speaking and Listening Skill**<br>Compare Presentations | **Target/Academic Vocabulary**<br>*lunar, hovering, ascent, likelihood, impending, perilous, option, presumably, unpredictability, random*<br><br>**Domain-Specific Vocabulary**<br>*atmosphere, booster rocket, orbit, payload, satellite*<br><br>**Vocabulary Strategies**<br>Reference Sources | **Spelling Principle**<br>Final /iz/, /iv/, /ij/<br><br>**Spelling Words**<br>**Basic Words:** *revise, advantage, memorize, active, organize, criticize, shortage, advertise, attractive, college, explosive, exercise, encourage, summarize, wreckage, recognize, positive, percentage, sensitive, heritage*<br>**Review Words:** *storage, relative, average, language, televise*<br>**Challenge Words:** *utilize, mortgage, merchandise, aggressive, compromise* | **Grammar Skill**<br>Regular and Irregular Verbs<br><br>**How English Works**<br>Text Structure | **Language Skills and Strategies**<br>**Collaborate:** Affirm Others<br>**Interpret:** Determine Word Meanings<br>**Produce:** Write Informational Texts Independently<br>**How English Works:** Expand Noun Phrases<br>**Vocabulary Network:** Words About Space and Technology | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Write an Informational Essay (Draft, Revise, Edit, and Publish)<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task |
| **Performance Task** | **Anchor Texts**<br>Airborn<br>**Genre:** Fantasy<br><br>**Supporting Texts**<br>All selections<br>**Genres:** Multiple | | | | | | | **Grammar Review**<br>Complete Sentences; Direct Quotations | | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Literary Analysis |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **16** | **Anchor Text**<br>The Real Vikings: Craftsmen, Traders and Fearsome Raiders<br>**Genre:** Informational Text<br><br>**Paired Selection**<br>Poems That Boast<br>**Genre:** Poetry | **Target Skill**<br>Compare and Contrast<br><br>**Target Strategy**<br>Summarize<br><br>**Supporting Skills**<br>Author's Purpose<br>Main Ideas and Details | Comparing Related Words | Phrasing: Punctuation | **Read Aloud**<br>Viking Goddess: The Legend of Freya<br><br>Speaking/Listening: Citing text evidence to support an evaluation of the main idea<br><br>**Speaking and Listening Skill**<br>Compare Stories | **Target/Academic Vocabulary**<br>*majestic, ruthless, ancestral, saga, destiny, recreational, artistry, unearthed, forge, embodied*<br><br>**Domain-Specific Vocabulary**<br>*colonies, foragers, invasion, navigation, tale*<br><br>**Vocabulary Strategies**<br>Greek Roots | **Spelling Principle**<br>Suffixes: *-ent, -ant*<br><br>**Spelling Words**<br>**Basic Words:** *confident, confidence, fragrant, fragrance, excellent, excellence, decent, decency, truant, truancy, brilliant, brilliance, resident, residence, evident, evidence, occupant, occupancy, reluctant, reluctance*<br>**Review Words:** *distant, distance, frequent, frequency*<br>**Challenge Words:** *inconvenient, inconvenience, buoyant, buoyancy* | **Grammar Skill**<br>Principal Parts of Verbs<br><br>**How English Works**<br>Condensing Ideas | **Language Skills and Strategies**<br>**Collaborate:** Add Relevant Information<br>**Interpret:** Evaluate an Author's Language Choice<br>**Produce:** Support Opinions<br>**How English Works:** Expand Sentences with Adverbs<br>**Vocabulary Network:** Words About the Past | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Compare-Contrast Essay<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task |
| **17** | **Anchor Text**<br>The Emperor's Silent Army<br>**Genre:** Informational Text<br><br>**Paired Selection**<br>Ancient China: Visual Arts<br>**Genre:** Informational Text | **Target Skill**<br>Fact and Opinion<br><br>**Target Strategy**<br>Question<br><br>**Supporting Skills**<br>Figurative Language<br>Text Structure | More Common Suffixes | Accuracy | **Read Aloud**<br>Qin's Brain: The Man Behind the Emperor<br><br>Speaking/Listening: Discussing the relationships between the characters; cite text evidence | **Target/Academic Vocabulary**<br>*archaeologists, dignified, mythical, precede, elaborate, replicas, temperaments, distinct, lustrous, excavate*<br><br>**Domain-Specific Vocabulary**<br>*afterlife, artifact, dynasty, unearth, legacy*<br><br>**Vocabulary Strategies**<br>Word Families (includes Greek and Latin Roots) | **Spelling Principle**<br>Suffixes: *-able/-ible, -ate*<br><br>**Spelling Words**<br>**Basic Words:** *visible, enjoyable, celebrate, incredible, horrible, desperate, cooperate, valuable, appreciate, considerate, audible, delicate, washable, graduate, capable, miserable, sensible, fortunate, noticeable, responsible*<br>**Review Words:** *terrible, portable, possible, dictate, honorable*<br>**Challenge Words:** *evacuate, irritable, exaggerate, improbable, elaborate* | **Grammar Skill**<br>More Kinds of Pronouns<br><br>**How English Works**<br>Modify to Add Details | **Language Skills and Strategies**<br>**Collaborate:** Affirm Others and Ask and Answer Questions<br>**Interpret:** Explain How Phrasing Affects Audience<br>**Produce:** Write Informational Texts Independently<br>**How English Works:** Connect Ideas in Sentences<br>**Vocabulary Network:** Words About Archaeology | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Problem-Solution Essay<br><br>**Focus Trait**<br>Organization<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy Skills**<br>Inquiry Project |
| **18** | **Anchor Text**<br>The Hero and the Minotaur<br>**Genre:** Myth<br><br>**Paired Selection**<br>The Ancient News<br>**Genre:** Newspaper Article | **Target Skill**<br>Story Structure<br><br>**Target Strategy**<br>Infer/Predict<br><br>**Supporting Skills**<br>Analyze Setting<br>Author's Word Choice | The /sh/ and /zh/ in Final Syllables | Expression | **Read Aloud**<br>The Flight of Icarus<br><br>Speaking/Listening: Discuss main characters' traits<br><br>**Speaking and Listening Skill**<br>Tell a Pourquoi Tale | **Target/Academic Vocabulary**<br>*steadfast, somber, labyrinth, rash, unravels, fury, bitterly, massive, embrace, abandon*<br><br>**Domain-Specific Vocabulary**<br>*hero, mythology, odyssey, oral tradition, ritual*<br><br>**Vocabulary Strategies**<br>Suffixes *-ful, -less, -ly, -ness, -ment, -ship* | **Spelling Principle**<br>Spelling /sh/<br><br>**Spelling Words**<br>**Basic Words:** *section, shallow, direction, musician, rash, position, astonish, pressure, attention, impression, crucial, official, emotion, bashful, delicious, establish, ancient, situation, suspicion, permission*<br>**Review Words:** *nation, expression, connection, ashamed, imitation*<br>**Challenge Words:** *diminish, beneficial, efficient, potential, compassion* | **Grammar Skill**<br>Adjectives and Adverbs<br><br>**How English Works**<br>Connecting Ideas | **Language Skills and Strategies**<br>**Collaborate:** Persuade Others in Conversation<br>**Interpret:** Explain How Different Words with Similar Meanings Produce Different Effects<br>**Produce:** Plan and Deliver Oral Presentations<br>**How English Works:** Condense Clauses to Create Precise Sentences<br>**Vocabulary Network:** Words About Myths | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Cause-Effect Essay<br><br>**Focus Trait**<br>Organization<br><br>**Write About Reading**<br>Performance Task |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **19** | **Anchor Text**<br>The Princess Who Became a King<br>**Genre:** Informational Text<br><br>**Paired Selection**<br>Kush<br>**Genre:** Informational Text | **Target Skill**<br>Cause and Effect<br><br>**Target Strategy**<br>Monitor/Clarify<br><br>**Supporting Skills**<br>Analyze Historical Characters<br>Conclusions and Generalizations | VV Syllable Pattern | Adjust Rate to Purpose | **Read Aloud**<br>The Scribes of Ancient Egypt<br><br>Speaking/Listening: Discuss main idea<br><br>**Speaking and Listening Skill**<br>Literature Discussion | **Target/Academic Vocabulary**<br>*fragments, pondered, ceremonial, divine, supportive, erected, mission, prosperity, emerge, depicted*<br><br>**Domain-Specific Vocabulary**<br>*delta, hieroglyphics, monarchy, papyrus, sarcophagus*<br><br>**Vocabulary Strategies**<br>Greek Roots and Affixes | **Spelling Principle**<br>Plurals<br><br>**Spelling Words**<br>**Basic Words:** *echoes, halves, solos, leaves, heroes, cliffs, scarves, potatoes, pianos, volcanoes, sheriffs, calves, tomatoes, cellos, wolves, ratios, stereos, yourselves, studios, bookshelves*<br>**Review Words:** *abilities, duties, scissors, memories, strategies*<br>**Challenge Words:** *vetoes, mosquitoes, avocados, wharves, sopranos* | **Grammar Skill**<br>Punctuation<br><br>**How English Works**<br>Text Cohesion | **Language Skills and Strategies**<br>**Collaborate:** Supporting Opinions and Persuading Others<br>**Interpret:** Reading and Viewing Closely<br>**Produce:** Write Informational Texts Collaboratively<br>**How English Works:** Understanding Text Structure<br>**Vocabulary Network:** Words About Ancient Cultures | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Plan a Research Report<br><br>**Focus Trait**<br>Organization<br><br>**Write About Reading**<br>Performance Task |
| **20** | **Anchor Text**<br>Bodies from the Ash: Life and Death in Ancient Pompeii<br>**Genre:** Informational Text<br><br>**Paired Selection**<br>Since Vesuvius<br>**Genre:** Informational Text | **Target Skill**<br>Main Idea and Details<br><br>**Target Strategy**<br>Visualize<br><br>**Supporting Skills**<br>Style and Tone<br>Analyze Events | More Common Prefixes | Intonation | **Read Aloud**<br>Vesuvius: Tales from an Eyewitness<br><br>Speaking/Listening: Ask and answer questions | **Target/Academic Vocabulary**<br>*tremors, subjected, dormant, outlying, salvage, unaffected, opulent, meager, luxurious, imprints*<br><br>**Domain-Specific Vocabulary**<br>*crust, igneous rock, landslide, sediment, seismic*<br><br>**Vocabulary Strategies**<br>Prefixes *un-, re-, in-, im-, ir-, il-* | **Spelling Principle**<br>Prefixes: *dis-, ex-, inter-*<br><br>**Spelling Words**<br>**Basic Words:** *disobey, explosion, dislike, interview, disapprove, interoffice, Internet, disallow, disappear, international, disrespect, exchange, exclaim, dissolve, disconnect, interact, distaste, export, disappoint, interstate*<br>**Review Words:** *disrupt, excite, dishonest, disturb, expected*<br>**Challenge Words:** *exterminate, interrupt, intermediate, intercept, disproportion* | **Grammar Skill**<br>Prepositions; Prepositional Phrases<br><br>**How English Works**<br>Using Noun Phrases | **Language Skills and Strategies**<br>**Collaborate:** Adapt Language Choices to Audience<br>**Interpret:** Listen Actively and Ask and Answer Questions<br>**Produce:** Plan and Deliver Oral Presentation<br>**How English Works:** Apply Understanding of Referring Reader Within Text<br>**Vocabulary Network:** Words About Volcanoes | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Draft, Revise, Edit, and Publish a Research Report<br><br>**Focus Trait**<br>Evidence<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy Skills**<br>Present Information in Various Formats |
| **Performance Task** | **Anchor Texts**<br>The Real Vikings<br>The Emperor's Silent Army<br>Bodies from the Ash<br>**Genre:** Informational Texts | | | | | | | **Grammar Review**<br>Complete Sentences; Direct Quotations | | **Writing Mode**<br>Informative Writing<br><br>**Writing Form**<br>Informational Essay |
| **Extended Reading** | **Trade Novel**<br>A Wrinkle in Time<br>**Genre:** Science Fiction | **Target Strategies**<br>Monitor/Clarify<br>Summarize<br>Infer/Predict<br>Visualize<br>Analyze/Evaluate<br>Question | | Expression | **Read Aloud**<br>Where Are We?<br><br>Speaking/Listening: Paraphrase Portions of a Text Read Aloud | **Content Vocabulary Words**<br>*uncanny, vulnerable, resentment, moderation, tractable, essence, tangible, corporeal, incomprehensible, nondescript, apprehension, malignant, arrogance, obliquely, tenacity, primitive, sadist, emanate, dais, omnipotent, pungent, despondency, dwindled, prevail, permeating*<br><br>**Domain-Specific Words**<br>*interstellar, lunar, module, propulsion, wormhole* | **Integrated Language Arts Review**<br>Spelling Skills Review | **Integrated Language Arts Review**<br>Grammar Skills Review | | **Collaborative Project**<br>Innovation Fair<br><br>**Write About Media**<br><br>**Write About Reading** |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **21** | **Anchor Text**<br>All Alone in the Universe<br>**Genre:** Realistic Fiction<br><br>**Paired Selection**<br>DNA Detectives<br>**Genre:** Literary Nonfiction | **Target Skill**<br>Compare and Contrast<br><br>**Target Strategy**<br>Infer/Predict<br><br>**Supporting Skills**<br>Character's Motivations<br>Point of View | The Prefixes *per-, pre-, pro-* | Phrasing: Punctuation | **Read Aloud**<br>Ninth-Grade Rules<br><br>Speaking/Listening: Paraphrasing the main idea<br><br>**Speaking and Listening Skill**<br>Present an Argument | **Target/Academic Vocabulary**<br>*blurted, spiteful, scrounged, eventually, comprehension, abrupt, exhilaration, oracle, stable, jeopardy*<br><br>**Domain-Specific Vocabulary**<br>*advocate, clique, confidante, empathy, networking*<br><br>**Vocabulary Strategies**<br>Word Relationships | **Spelling Principle**<br>Prefixes: *pre-, pro-*<br><br>**Spelling Words**<br>**Basic Words:** *prediction, project, prevent, prepaid, prevail, proclaim, prehistoric, prejudge, preapprove, pregame, precaution, preorder, prescreen, preshow, pretreat, prolong, process, protrude, provision, production*<br>**Review Words:** *prefer, prospect, preview, performing, protect*<br>**Challenge Words:** *prologue, proportion, prorate, preseason, prearrange* | **Grammar Skill**<br>Progressive Forms<br><br>**How English Works**<br>Condensing Ideas | **Language Skills and Strategies**<br>**Collaborate:** Persuade Others in Conversation<br>**Interpret:** Determine Word Meanings<br>**Produce:** Write Literary Texts Independently<br>**How English Works:** Use Verb Types and Tenses<br>**Vocabulary Network:** Words About Changing Friendships | **Writing Mode**<br>Argument Writing<br><br>**Writing Form**<br>Opinion Essay<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task |
| **22** | **Anchor Text**<br>First to Fly: How Wilbur and Orville Wright Invented the Airplane<br>**Genre:** Literary Nonfiction<br><br>**Paired Selection**<br>Young Pilot Sets Records<br>**Genre:** Literary Nonfiction | **Target Skill**<br>Conclusions and Generalizations<br><br>**Target Strategy**<br>Monitor/Clarify<br><br>**Supporting Skills**<br>Personification<br>Text Structure | The Prefixes *ad-, ob-, af-, ap-, as-* | Stress | **Read Aloud**<br>Flying Through Time<br><br>Speaking/Listening: Discuss key idea and support claims with evidence | **Target/Academic Vocabulary**<br>*decrepit, instinct, lurched, frustration, vertical, barren, arose, harsh, conditions, elusive*<br><br>**Domain-Specific Vocabulary**<br>*aerodynamic, altitude, entrepreneur, patent, wind currents*<br><br>**Vocabulary Strategies**<br>Denotation and Connotation | **Spelling Principle**<br>Words with Silent Letters<br><br>**Spelling Words**<br>**Basic Words:** *aisle, align, island, crumbs, gnaw, design, knotty, bustle, shepherd, soften, sword, thistle, knock, wrestle, column, autumn, knowledge, debt, numb, raspberry*<br>**Review Words:** *half, answer, wreath, comb, wrinkle*<br>**Challenge Words:** *campaign, coup, solemn, yacht, pneumonia* | **Grammar Skill**<br>Punctuation and Quotations<br><br>**How English Works**<br>Connecting Ideas | **Language Skills and Strategies**<br>**Collaborate:** Support Opinions and Persuade Others<br>**Interpret:** Explain Others' Language Choices<br>**Produce:** Justify Opinions with Evidence<br>**How English Works:** Expand Noun Phrases<br>**Vocabulary Network:** Words About Inventions | **Writing Mode**<br>Argument Writing<br><br>**Writing Form**<br>Problem-Solution Essay<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy Skills**<br>Integrate Visuals and Text |
| **23** | **Anchor Text**<br>Number the Stars<br>**Genre:** Historical Fiction<br><br>**Paired Selection**<br>Book Review: Number the Stars<br>**Genre:** Opinion Essay | **Target Skill**<br>Cause and Effect<br><br>**Target Strategy**<br>Analyze/Evaluate<br><br>**Supporting Skills**<br>Figurative Language<br>Understanding Characters | Recognizing More Suffixes | Phrasing: Pauses | **Read Aloud**<br>Denmark: A Nation of Heroes<br><br>Speaking/Listening: Discuss main idea<br><br>**Speaking and Listening Skill**<br>Give a Speech | **Target/Academic Vocabulary**<br>*subsided, strident, intently, implored, scornfully, warily, confronting, exasperated, contempt, occupying*<br><br>**Domain-Specific Vocabulary**<br>*dictator, nationalism, political party, occupation, propaganda*<br><br>**Vocabulary Strategies**<br>Using Context | **Spelling Principle**<br>Suffixes: *-ic, -ure, -ous*<br><br>**Spelling Words**<br>**Basic Words:** *fantastic, culture, curious, nervous, posture, jealous, scientific, generous, signature, dangerous, tragic, gigantic, sculpture, precious, lecture, serious, specific, fracture, romantic, ambitious*<br>**Review Words:** *panic, future, comic, furniture, frantic*<br>**Challenge Words:** *symbolic, unanimous, authentic, nutritious, legislature* | **Grammar Skill**<br>Contractions<br><br>**How English Works**<br>Modifying to Add Details | **Language Skills and Strategies**<br>**Collaborate:** Adapt Language to Purpose<br>**Interpret:** Distinguish Different Words' Effects<br>**Produce:** Write Summaries<br>**How English Works:** Expand Sentences with Adverb Phrases<br>**Vocabulary Network:** Words About Courage | **Writing Mode**<br>Argument Writing<br><br>**Writing Form**<br>Persuasive Letter<br><br>**Focus Trait**<br>Purpose<br><br>**Write About Reading**<br>Performance Task |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **24** | **Anchor Text**<br>Harriet Tubman: Conductor on the Underground Railroad<br>**Genre:** Literary Nonfiction<br><br>**Paired Selection**<br>Home of the Brave<br>**Genre:** Poetry | **Target Skill**<br>Author's Purpose<br><br>**Target Strategy**<br>Question<br><br>**Supporting Skills**<br>Variations of English<br>Analyze Events | Recognizing Common Prefixes | Expression | **Read Aloud**<br>An Important March<br><br>Speaking/Listening: Ask and answer questions | **Target/Academic Vocabulary**<br>*intention, retorted, motioned, inexplicable, legitimate, hoarding, gnarled, destination, inconsolable, guttural*<br><br>**Domain-Specific Vocabulary**<br>*abolitionist, Confederacy, emancipate, fugitive, segregation*<br><br>**Vocabulary Strategies**<br>Prefixes *con-, com-, pre-, pro-* | **Spelling Principle**<br>Prefixes: *de-, trans-*<br><br>**Spelling Words**<br>**Basic Words:** *transform, deject, destruct, detour, transmit, default, describe, defend, transplant, descend, derail, defrost, transcript, deploy, dethrone, deodorize, transatlantic, decompose, decrease, transaction*<br>**Review Words:** *deserve, detective, transport, define, departure*<br>**Challenge Words:** *degenerate, transition, dehydrate, transfusion, translucent* | **Grammar Skill**<br>Making Comparisons<br><br>**How English Works**<br>Text Structure | **Language Skills and Strategies**<br>**Collaborate:** Adapt Language to Purpose<br>**Interpret:** Distinguish Different Words' Effects<br>**Produce:** Use Modal Expressions in Ideas<br>**How English Works:** Combine Clauses to Link Ideas<br>**Vocabulary Network:** Words About Civil Rights | **Writing Mode**<br>Argument Writing<br><br>**Writing Form**<br>Plan an Argument<br><br>**Focus Trait**<br>Evidence<br><br>**Write About Reading**<br>Performance Task<br><br>**Research/Media Literacy Skills**<br>Create a Timeline |
| **25** | **Anchor Text**<br>Robotics<br>**Genre:** Informational Text<br><br>**Paired Selection**<br>Dr. Sneed's Best Friend<br>**Genre:** Play | **Target Skill**<br>Sequence of Events<br><br>**Target Strategy**<br>Visualize<br><br>**Supporting Skills**<br>Domain-Specific Vocabulary<br>Main Ideas and Details | Common Word Parts | Accuracy | **Read Aloud**<br>Robo Dream<br><br>Speaking/Listening: Discuss author's purpose<br><br>**Speaking and Listening Skill**<br>Compare and Contrast Media | **Target/Academic Vocabulary**<br>*inaccessible, literally, interaction, stimulus, uncanny, ultimate, data, sensors, domestic, artificial*<br><br>**Domain-Specific Vocabulary**<br>*database, diagnostics, encryption, mass production, microchip, reboot*<br><br>**Vocabulary Strategies**<br>Suffixes *-able, -ible* | **Spelling Principle**<br>Word Parts<br><br>**Spelling Words**<br>**Basic Words:** *existence, refreshment, convention, intermission, uneventful, perfectly, completion, improvement, information, attendance, reversible, invention, development, respectful, unhappiness, preparation, irrigate, disagreement, unbelievable, concentration*<br>**Review Words:** *decoration, promotion, comfortable, appointment, reaction*<br>**Challenge Words:** *acquaintance, prosecution, precision, immeasurable, reputation* | **Grammar Skill**<br>Proper Mechanics<br><br>**How English Works**<br>Text Cohesion | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer Questions<br>**Interpret:** Explain Ideas and Text Relationships<br>**Produce:** Summarize Texts<br>**How English Works:** Condense Clauses<br>**Vocabulary Network:** Words About Robots | **Writing Mode**<br>Argument Writing<br><br>**Writing Form**<br>Draft, Revise, Edit, and Publish an Argument<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task |
| **Performance Task** | **Anchor Text**<br>Number the Stars<br>**Genre:** Historical Fiction<br><br>**Anchor Text**<br>First to Fly<br>**Genre:** Literary Nonfiction<br><br>**Anchor Text**<br>Harriet Tubman<br>**Genre:** Literary Nonfiction | | | | | | | **Grammar Review**<br>Complete Sentences; Direct Quotations | | **Writing Mode**<br>Argument Writing<br><br>**Writing Form**<br>Argument |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **26** | **Long Article**<br>Space Trash<br>**Genre:** Informational Text<br><br>**Short Article**<br>How the Milky Way Came To Be: A Cherokee Tale<br>**Genre:** Folktale<br><br>**Poetry**<br>Moon,<br>Satellites<br><br>**Below Level**<br>**Trade Book**<br>Esperanza Rising<br>**Author:** Pam Muñoz Ryan<br>**Genre:** Realistic Fiction<br><br>**On Level**<br>**Trade Book**<br>Brian's Winter<br>**Author:** Gary Paulsen<br>**Genre:** Realistic Fiction<br><br>**Advanced**<br>**Trade Book**<br>Tracking Trash<br>**Author:** Loree Griffin Burns<br>**Genre:** Informational Text | **Target Skill**<br>Main Idea and Details<br><br>**Target Strategy**<br>Question<br><br>**Supporting Skills**<br>Word Choice | Spelling Patterns in Words from Other Languages | Stress | **Read Aloud**<br>Why Explore Space?<br><br>Speaking/Listening: Expressing an opinion about the author's claim<br><br>**Speaking and Listening Skill**<br>Compare Two Folktales | **Review Vocabulary**<br>*pressuring, employed, miraculous, urgent, void, tendency, tension, innovation, submitted, impaired*<br><br>**Vocabulary Strategies**<br>Analogies | **Spelling Principle**<br>Words from Other Languages<br><br>**Spelling Words**<br>**Basic Words:** *opera, vague, antique, drama, tornado, debut, stampede, gourmet, unique, academy, sonnet, brochure, cocoon, fatigue, mosquito, diploma, fiesta, debris, cafeteria, quartet*<br>**Review Words:** *ballet, echo, essay, petite, bouquet*<br>**Challenge Words:** *bonanza, rendezvous, et cetera, battalion, engage* | **Grammar Skill**<br>Titles and Abbreviations<br><br>**How English Works**<br>Text Cohesion | **Language Skills and Strategies**<br>**Collaborate:** Respond and Follow Turn-Taking Rules<br>**Interpret:** Ask and Answer Questions and Demonstrate Active Listening<br>**Produce:** Plan and Deliver Oral Presentations<br>**How English Works:** Apply Understanding of Text Organization to Comprehend and Compose Texts<br>**Vocabulary Network:** Words About Space | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Narrative Poem<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task |
| **27** | **Long Article**<br>Denali Dog Sled Journal<br>**Genre:** Realistic Fiction<br><br>**Short Article**<br>A Harsh Land of Beauty<br>**Genre:** Informational Text<br><br>**Poetry**<br>Twelve Below,<br>Desert Day<br><br>**Below Level**<br>**Trade Book**<br>Esperanza Rising<br>**Author:** Pam Muñoz Ryan<br>**Genre:** Realistic Fiction<br><br>**On Level**<br>**Trade Book**<br>Brian's Winter<br>**Author:** Gary Paulsen<br>**Genre:** Realistic Fiction<br><br>**Advanced**<br>**Trade Book**<br>Tracking Trash<br>**Author:** Loree Griffin Burns<br>**Genre:** Informational Text | **Target Skill**<br>Conclusions and Generalizations<br><br>**Target Strategy**<br>Summarize<br><br>**Supporting Skills**<br>Simile | Recognizing Word Parts | Rate | **Read Aloud**<br>Living in the Far North: Alaska's Athabaskans<br><br>Speaking/Listening: Discuss key concept<br><br>**Speaking and Listening Skill**<br>Analyze and Evaluate Presentations | **Review Vocabulary**<br>*frigid, savor, reflect, impressive,venture, consequences, sparsely,lore, retains, heritage*<br><br>**Vocabulary Strategies**<br>Homophones, Homographs, and Homonyms | **Spelling Principle**<br>Greek Word Parts<br><br>**Spelling Words**<br>**Basic Words:** *geography democracy, microbiology, technology, thermos, automatic, mythology, democratic, thermometer, chronology, automobile, aristocrat, thermal, geology, aristocracy, geometry, anthology, apology, thermostat, psychology*<br>**Review Words:** *biology, telephone, photograph, biography, autograph*<br>**Challenge Words:** *archaeology, geographic, bureaucracy, etymology, autocrat* | **Grammar Skill**<br>More Quotations<br><br>**How English Works**<br>Text Structure | **Language Skills and Strategies**<br>**Collaborate:** Ask and Answer Questions<br>**Interpret:** Determine Meanings of Unknown Words<br>**Produce:** Write Summaries with Complete Sentences and Key Words<br>**How English Works:** Use Language Resources to Refer Readers Back and Forth in Text<br>**Vocabulary Network:** Words About Extreme Climates | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Field Notes<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **28** | **Long Article**<br>Vanishing Act<br>**Genre:** Mystery<br><br>**Short Article**<br>The Smart Swarm<br>**Genre:** Informational Text<br><br>**Poetry**<br>Bee, I'm Expecting You; Straight Talk<br><br>**Below Level Trade Book**<br>Esperanza Rising<br>**Author:** Pam Muñoz Ryan<br>**Genre:** Realistic Fiction<br><br>**On Level Trade Book**<br>Brian's Winter<br>**Author:** Gary Paulsen<br>**Genre:** Realistic Fiction<br><br>**Advanced Trade Book**<br>Tracking Trash<br>**Author:** Loree Griffin Burns<br>**Genre:** Informational Text | **Target Skill**<br>Understanding Characters<br><br>**Target Strategy**<br>Analyze/Evaluate<br><br>**Supporting Skills**<br>Point of View | Recognizing Word Roots | Accuracy | **Read Aloud**<br>Working and Surviving Together<br><br>Speaking/Listening: Discuss key concept<br><br>**Speaking and Listening Skill**<br>Hold a Debate | **Review Vocabulary**<br>*distinguish, unrelenting, taut, frayed, deduced, affirmed, motive, perilous, unpredictability, random*<br><br>**Vocabulary Strategies**<br>Words Often Confused | **Spelling Principle**<br>Latin Word Roots<br><br>**Spelling Words**<br>**Basic Words:** *prescribe, contract, manufacture, progression, vocal, manual, audience, eject, impose, management, Congress, expose, inject, audition, manuscript, vocabulary, objection, manicure, proposal, extract*<br>**Review Words:** *subject, audio, tractor, object, suppose*<br>**Challenge Words:** *manipulate, protractor, inscription, auditory, advocate* | **Grammar Skill**<br>Commas in Sentences<br><br>**How English Works**<br>Using Noun Phrases | **Language Skills and Strategies**<br>**Collaborate:** Persuade Others in Conversation<br>**Interpret:** Explain How Writers and Speakers Use Language to Support Ideas<br>**Produce:** Plan and Deliver Oral Presentations<br>**How English Works:** Use Verb Types and Tenses Appropriately<br>**Vocabulary Network:** Words About Insects | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Radio Script<br><br>**Focus Trait**<br>Elaboration<br><br>**Write About Reading**<br>Performance Task |
| **29** | **Long Article**<br>Elephants on the Savannah<br>**Genre:** Readers' Theater<br><br>**Short Article**<br>A Colossal Catch<br>**Genre:** Informational Text<br><br>**Poetry**<br>The Elephant, Whale<br><br>**Below Level Trade Book**<br>Esperanza Rising<br>**Author:** Pam Muñoz Ryan<br>**Genre:** Realistic Fiction<br><br>**On Level Trade Book**<br>Brian's Winter<br>**Author:** Gary Paulsen<br>**Genre:** Realistic Fiction<br><br>**Advanced Trade Book**<br>Tracking Trash<br>**Author:** Loree Griffin Burns<br>**Genre:** Informational Text | **Target Skill**<br>Persuasion<br><br>**Target Strategy**<br>Monitor/Clarify<br><br>**Supporting Skills**<br>Mood | Recognizing Prefix Forms | Expression | **Read Aloud**<br>Animal Sports Stars<br><br>Speaking/Listening: Reviewing a statement from the text using details<br><br>**Speaking and Listening Skill**<br>Prepare a Storyboard | **Review Vocabulary**<br>*majestic, destiny, temperaments, fury, massive, embrace, supportive, prosperity, outlying, unaffected*<br><br>**Vocabulary Strategies**<br>Greek and Latin Word Roots | **Spelling Principle**<br>Greek and Latin Word Parts<br><br>**Spelling Words**<br>**Basic Words:** *pedal, peddler, pedestrian, pedestal, centipede, dental, dentist, dentures, vocalize, vocalist, vocation, memoir, memorial, tripod, podium, memorable, manager, manifest, mortal, mortified*<br>**Review Words:** *democracy, geology, thermostat, automatic, technology*<br>**Challenge Words:** *impede, pediatrician, pedometer, mannequin, memorabilia* | **Grammar Skill**<br>More Commas<br><br>**How English Works**<br>Modifying to Add Details | **Language Skills and Strategies**<br>**Collaborate:** Reflect on and Support Multiple Perspectives<br>**Interpret:** Distinguish How Words Are Used to Produce Different Effects<br>**Produce:** Write Literary Texts Collaboratively<br>**How English Works:** Expand Noun Phrases to Add Meaning and Details<br>**Vocabulary Network:** Words About Wild Animals | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Personal Narrative (Prewriting)<br><br>**Focus Trait**<br>Development<br><br>**Write About Reading**<br>Performance Task |

| | READING LITERATURE & INFORMATIONAL TEXT | | FOUNDATIONAL SKILLS | | SPEAKING & LISTENING | LANGUAGE | | | | WRITING |
|---|---|---|---|---|---|---|---|---|---|---|
| **Lesson** | **Selections** | **Text-Based Comprehension** | **Decoding** | **Fluency** | **Speaking and Listening** | **Target/Academic Vocabulary** | **Spelling** | **Language** | **ELD Language Workshop Lessons** | **Writing** |
| **30** | **Long Article**<br>Storm Chasers<br>**Genre:** Informational Text<br><br>**Short Article**<br>Whiteout! The Great Blizzard of 1888<br>**Genre:** Informational Text<br><br>**Poetry**<br>Weather, In the Night, Snow, The Wind<br><br>**Below Level Trade Book**<br>Esperanza Rising<br>**Author:** Pam Muñoz Ryan<br>**Genre:** Realistic Fiction<br><br>**On Level Trade Book**<br>Brian's Winter<br>**Author:** Gary Paulsen<br>**Genre:** Realistic Fiction<br><br>**Advanced Trade Book**<br>Tracking Trash<br>**Author:** Loree Griffin Burns<br>**Genre:** Informational Text | **Target Skill**<br>Text and Graphic Features<br><br>**Target Strategy**<br>Visualize<br><br>**Supporting Skills**<br>Flashback | Confusing Words | Phrasing: Pauses | **Read Aloud**<br>The Force of a Hurricane<br><br>Speaking/Listening: Literature discussion; paraphrase main points<br><br>**Speaking and Listening Skill**<br>Give an Oral Multimedia Presentation | **Review Vocabulary**<br>*eventually, jeopardy, vertical, conditions, subsided, intently, warily, stimulus, data, sensors*<br><br>**Vocabulary Strategies**<br>Suffixes *-ize, -ify, -ive, -ity* | **Spelling Principle**<br>Words Often Confused<br><br>**Spelling Words**<br>**Basic Words:** *desert, dessert, hardy, hearty, moral, morale, laying, lying, personal, personnel, formally, formerly, healthy, healthful, precede, proceed, conscious, conscience, immigrate, emigrate*<br>**Review Words:** *loose, lose, homophone, homograph*<br>**Challenge Words:** *sympathy, empathy, imminent, eminent* | **Grammar Skill**<br>Other Punctuation<br><br>**How English Works**<br>Using Verb Types | **Language Skills and Strategies**<br>**Collaborate:** Negotiate with Others in Conversations<br>**Interpret:** Distinguish How Different Words Produce Different Effects and Shades of Meaning<br>**Produce:** Plan and Deliver Oral Presentations with Appropriate Technology<br>**How English Works:** Expand Sentences with Adverbials<br>**Vocabulary Network:** Words About Weather | **Writing Mode**<br>Narrative Writing<br><br>**Writing Form**<br>Personal Narrative (Drafting/Revising)<br><br>**Focus Trait**<br>Organization<br><br>**Write About Reading**<br>Performance Task |
| **Extended Reading** | **Trade Book**<br>Tracking Trash<br>**Genre:** Informational Text | **Target Strategies**<br>Monitor/Clarify<br>Summarize<br>Infer/Predict<br>Visualize<br>Analyze/Evaluate<br>Question | | Expression | **Read Aloud**<br>That's a Lot of Water!<br><br>Speaking/Listening: Paraphrase Portions of a Text Read Aloud | **Content Vocabulary Words**<br>*virtual, livelihood, impact, oceanographers, hinder, dictate, depleted, disperse, intensity, undertaken, limitations, precise, means, input, verified, variability, highlight, nutrients, vigorous, density, discrepancy, substantial, hemisphere, elated, intervening, scouring, scrutiny, correlate, distribution, hypothetical, coincided, convergence, precursor, indestructible, colleagues, aptness, decades, exposure, uninhabited, buoyant, destructive, status, collaboration, equipped, intercept, deployed, indebted, motivation, consultant*<br><br>**Domain-Specific Vocabulary**<br>*climate, debris, latitude, longitude, tide* | **Integrated Language Arts Review**<br>Spelling Skills Review | **Integrated Language Arts Review**<br>Grammar Skills Review | | **Collaborative Project**<br>Waste Not<br><br>**Write About Media**<br><br>**Write About Reading** |

# JOURNEYS

## SIGN UP
FOR A FREE TRIAL OF
# JOURNEYS

**hmhco.com/journeys**

1. Select **SAMPLE NOW**
2. Select **National © 2017**
3. Complete the form and select **REGISTER**
4. After your review, log out and bookmark the page
5. When you return, click **Evaluators Click Here** and enter your email address

*Connect with us:*

Houghton Mifflin Harcourt™ is a trademark of Houghton Mifflin Harcourt.
© Houghton Mifflin Harcourt. All rights reserved. Printed in the U.S.A. 04/16 MS172497

**hmhco.com • 800.225.5425**

Houghton Mifflin Harcourt

hmhco.com/journeys

GREAT MINDS® WIT & WISDOM

# Implementation Guide

## A Guide for Teachers

Copyright © 2017 Great Minds®

## COPYRIGHT STATEMENT

Published by Great Minds®.

Copyright ©2017 Great Minds®. All rights reserved. No part of this work may be reproduced or used in any form or by any means–graphic, electronic, or mechanical, including photocopying or information storage and retrieval systems–without written permission from the copyright holder, except in cases of noncommercial use for educational purposes.

ISBN: 978-1-68386-089-1

# Table of Contents

## INTRODUCTION

**What Is *Wit & Wisdom*?** ..... 9

- Books, Not Basals
- Knowledge Building
- Integrated, Not Isolated

**Why *Wit & Wisdom*?** ..... 10

- Program Design
- Research in Action

***Wit & Wisdom* Program Components** ..... 12

## GETTING STARTED WITH *WIT & WISDOM*

**Overview** ..... 13

**Terminology** ..... 15

**Learning Design** ..... 16

- Content-Craft-Create Framework
  - Content Stages and Content Framing Questions
  - Craft Stages and Craft Questions
  - Create: The Demonstration of Content and Craft Learning
  - The Content-Craft-Create Framework in Action
- Building Knowledge through Complex Texts
- Meeting Student Needs
  - Student Engagement
  - Differentiation
  - Supporting English Learners
- Assessment

**Module Design** ..... 29

**Module Topics and EOM Writing Types** ..... 30

**Lesson Design** ..... 31

**Lesson Features** ..... 33

**Lesson Preparation** ..... 36

**Sample Daily Schedules** ..... 37

- Sample Schedules A
- Sample Schedules B



Copyright © 2017 Great Minds®

**Mapping a Year of *Wit & Wisdom*** ..... 40
- Using Time between Modules
- Planning Pause Points within Modules
- Sample Annual Calendar

**Setting Up a *Wit & Wisdom* Classroom** ..... 43

**Sharing *Wit & Wisdom* with Families** ..... 45

## GOING DEEPER WITH *WIT & WISDOM*

**Core Practices** ..... 47

**Assessment** ..... 50
- The *Wit & Wisdom* Approach to Assessment
- Assessment in Action
- Achieving the Standards
- The Impact of Assessment

**Reading** ..... 53
- The *Wit & Wisdom* Approach to Teaching Reading
- Reading Instruction in Action
- Achieving the Standards
- The Impact of Reading Instruction

**Writing** ..... 57
- The *Wit & Wisdom* Approach to Teaching Writing
- Writing Instruction in Action
- Achieving the Standards
- The Impact of Writing Instruction

**Speaking and Listening** ..... 60
- The *Wit & Wisdom* Approach to Teaching Speaking and Listening
- Speaking and Listening Instruction in Action
- Achieving the Standards
- The Impact of Speaking and Listening Instruction

**Vocabulary** ..... 62
- The *Wit & Wisdom* Approach to Teaching Vocabulary
- Vocabulary Instruction in Action
- Achieving the Standards
- The Impact of Vocabulary Instruction

**Foundational Skills** ..... 65
- The *Wit & Wisdom* Approach to Foundational Skills
- Foundational Skill Reinforcement in Action
- The Impact of Foundational Skills Instruction



Copyright © 2017 Great Minds®

**Fluency** ..... **67**

- The *Wit & Wisdom* Approach to Teaching Fluency
- Fluency Instruction in Action
- Achieving the Standards
- The Impact of Fluency Instruction

**Visual Art** ..... **69**

- The *Wit & Wisdom* Approach to Teaching Visual Art
- Visual Art Instruction in Action
- The Impact of Visual Art Instruction

## LEADING AND SUPPORTING SCHOOL-WIDE IMPLEMENTATION

**Student Grading and Achievement** ..... **73**

**Teacher Observation and Integrity of Implementation** ..... **73**

**Professional Development and Building Teacher Capacity** ..... **75**

## SCOPE AND SEQUENCE OF COMMON CORE STATE STANDARDS

**Standards Selection** ..... **77**

**Types of Standards** ..... **77**

**Reading CCSS Scope and Sequence** ..... **78**

- College and Career Readiness Anchor Standards for Reading
  - Key Ideas and Details
  - Craft and Structure
  - Integration of Knowledge and Ideas
  - Range of Reading and Level of Text Complexity
- **Writing CCSS Scope and Sequence** ..... **81**
  - Text Types and Purposes
  - Production and Distribution of Writing
  - Research to Present and Build Knowledge
  - Range of Writing

**Speaking and Listening CCSS Scope and Sequence** ..... **84**

- College and Career Readiness Anchor Standards for Speaking and Listening
  - Comprehension and Collaboration
  - Presentation of Knowledge and Ideas

**Language CCSS Scope and Sequence** ..... **86**

- College and Career Readiness Anchor Standards for Language
  - Conventions of Standard English
  - Knowledge of Language
  - Vocabulary Acquisition and Use



Copyright © 2017 Great Minds®

# RESOURCES

**Volume of Reading Guidance** ..... 89

**Socratic Seminar Guidance** ..... 89

- Socratic Seminar Content
- Lesson Procedures
- Lesson Timing
  - Grade 1 (30 min.)
  - Grade 5 (45 min.)
  - Grade 8 (60 min.)
- Supporting Student Participation in a Socratic Seminar
- Facilitating an Effective Socratic Seminar
- Sample Socratic Seminar Tracking Chart

**Instructional Routines** ..... 96

**Vocabulary Instruction Examples** ..... 109

- Frayer Model (Grades K–8)
- Morpheme Matrix (Grades 3–8)
- Outside-In (Grades K–8)
- Relationship Mapping (Grades K–8)
- Word Line (Grades K–8)

**Sample Annotation Symbols Chart** ..... 114

**Writing Models** ..... 114

- Informative/Explanatory Writing Models
  - Grades K–1: TopIC
  - Grades 2–3: I-TEE-C
  - Grades 3–8: To-SEEC (To SEE Clearly)
- Opinion/Argument Writing Models
  - Grades K–1: OReO
  - Grade 2: I-OREO
  - Grades 3–5: OREEO or HI-OREE-CO
  - Grades 6–8: CREEA-C or HI-CREEA-CC
- Narrative Writing Models
  - Grades K–2: CSPER
  - Grades 3–8: ESCAPE

**Writing Rubrics** ..... 120

**Speaking and Listening Rubrics** ..... 147

**Parent Tip Sheets** ..... 162

**Suggested Materials Lists for Modules 1 and 2** ..... 165



Copyright © 2017 Great Minds®

**Background Reading** ..... **172**

- Foundational Sources
- Articles and Reports
- Books

## WORKS CITED ..... 175

## CREDITS AND ACKNOWEDGMENTS



Copyright © 2017 Great Minds®

# INTRODUCTION

## WHAT IS *WIT & WISDOM*?

*Wit & Wisdom* is a comprehensive Grades K–8 English curriculum developed by and for teachers. Each *Wit & Wisdom* module centers on the study of rich and engaging texts, curated to build student knowledge of important ideas in the liberal arts and the sciences. The approach is integrated and text-based: daily reading, writing, speaking, listening, grammar, and vocabulary study is based on—and draws on evidence from—exceptional texts.

The *Wit & Wisdom* approach helps teachers celebrate the joy of reading and writing with students, while also supporting all learners to tackle the rigor that the standards demand. By reading books they love and engaging meaningfully in their learning, students develop the knowledge and skills they need to be successful readers, critical thinkers, and effective communicators who love to learn and can succeed in college and careers.

*Wit & Wisdom* allows educators to teach more meaningful English because of three principles.

### Books, Not Basals

Every *Wit & Wisdom* text students encounter is authentic and of the highest quality. Instead of basals, students read books they love to build knowledge of important topics and master literacy skills. The texts are wide-ranging and varied, including a careful balance of literary, informational, and fine-art texts.

### Knowledge Building

Every module, or unit of study, in each grade focuses on a topic essential for building background knowledge, vocabulary, and writing skills. For example, students learn about the seasons, the American Revolution, civil rights, and space exploration. Essential topics strategically reoccur, empowering students to deepen understanding of core knowledge across Grades K–8.

### Integrated, Not Isolated

Students practice reading, writing, speaking, listening, and language in an integrated way, with every strand of the standards woven throughout each module. This integrated approach enables students to be more successful as they activate and build on their developing background and vocabulary knowledge of the module topic while learning skills in other areas.



Copyright © 2017 Great Minds®

# WHY *WIT & WISDOM*?

## Program Design

Expert advisors developed the *Wit & Wisdom* learning design based on current high-quality academic research. Skilled teachers, literacy coaches, and school leaders then brought their years of experience about what works and what doesn't within a classroom to write lessons based on that learning design. These teacher-writers applied their knowledge of how to meet students at their level, keep them engaged, differentiate when necessary, and build a love of books to propel young students into a successful academic career.

Each of the four modules in each grade has a topical focus. For each module, students read—or, in the case of younger students, hear read aloud—a series of authentic texts on the topic and consider those texts critically and systematically. A framework of questioning engages students in the content and in the process of reading complex texts. These questions guide students' daily work of encountering, understanding, and analyzing complex text. Students then distill each text's deeper meaning, and finally, articulate how the texts, individually and collectively, build their knowledge of the topic.

Another line of daily questioning, Craft Questions, teaches students the elements of strong craft—writing, speaking, and listening—so that students become adept at applying these skills for a variety of purposes. This knowledge of craft in turn allows students to create their own responses to the texts they read.

By engaging with these lines of inquiry and repeatedly applying a series of strategies to multiple texts and curated fine art, students solidify their critical thinking skills so they can transfer them to any future setting. Through a rigorous and careful design, students gain content knowledge and an awareness of how to read texts, write, speak, and listen.

## Research in Action

*Wit & Wisdom* helps teachers put research-based best practices into action.

| Research Says | Students Need | *Wit & Wisdom* Responds |
|---|---|---|
| "Performance on complex texts is the clearest differentiator in reading between students who are likely to be ready for college and those who are not" (ACT 16–17).<br><br>But as expectations of college and career reading have held steady or increased, the complexity of Grades K–12 texts has declined (Adams 4–5; NGA Center and CCSSO 3). | Students need to be able to unlock meaning from complex texts. | Instead of basals, *Wit & Wisdom* students read complex, grade-level books they love—from classics such as *The Story of Ferdinand* and *Animal Farm*, to new favorites such as *Last Stop on Market Street* and *The Crossover*, to captivating nonfiction such as *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* and *An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793*. Students use these texts at every turn—to learn, and eventually master, essential reading, writing, speaking, listening, grammar, and vocabulary skills. |



Copyright © 2017 Great Minds®

| | | |
|---|---|---|
| Students who usually struggle with reading can outperform those who usually score high–if they possess more knowledge of a text's topic (Willingham).<br><br>Students acquire vocabulary much faster when reading numerous texts focused on one topic rather than a collection on scattered topics. In an effect known as *bootstrapping*, reading increasingly complex texts focused on a single topic allows students to access texts above their typical independent reading level by expanding relevant background knowledge and vocabulary (Adams 9–10).<br><br>Before students can flexibly apply a skill, such as determining main ideas or organizing an essay, they need multiple experiences working in meaningful contexts over extended periods of time (National Research Council 65–66). | Students need topic-focused vocabulary and background knowledge.<br><br>Students need knowledge-rich experiences to develop skills and transfer them to new contexts. | Each *Wit & Wisdom* module focuses on an important, high-interest topic in science, social studies, or the arts. Through carefully chosen literary, informational, and visual art texts, students examine each central topic from diverse angles. Across Grades K–8, significant topics strategically reoccur, establishing a foundation of background knowledge. |
| To comprehend any text, readers coordinate and execute a huge number of complex thinking processes (Fountas and Pinnell 272–273; Frey and Fisher 18).<br><br>Each text's unique attributes inform the varied questions, tasks, and standards students explore and practice with that text (Shanahan 9–11).<br><br>Successful readers hold a "standard for coherence," expecting to understand each aspect of a text, from striking word choice to byzantine structure to puzzling allusions (Pearson and Liben 1).<br><br>Repeatedly progressing through a sequence of purposeful, predictable close reading stages (Adler and Van Doren 46–48; Liben 1–9) can establish and enable that standard for coherence. | Students need to develop the skills necessary to access any text they encounter.<br><br>Students need a process for reading, understanding, and analyzing complex texts. | *Wit & Wisdom* establishes a line of questioning to help students understand and discern the meaning of complex texts. Skill development follows a coherent sequence of English Language Arts standards while staying true to the demands of each individual text. Students employ many skills in service of understanding each text, while building mastery of a smaller number of focus standards that are particularly relevant to the specific texts within a module. |
| Reading, writing, speaking, and listening are interrelated aspects of the same act: communicating ideas through language. When studied together, these strands reinforce one another (Graham and Perin 20–21; Hawkins et al. 14).<br><br>Content integration levels the playing field among students with different types of background knowledge by focusing on information gained through reading rather than through personal experience (Hawkins et al. 34–36). | Students need an integrated approach to literacy and content to increase learning. | *Wit & Wisdom* takes an integrated approach to literacy, as the work students do with reading, thinking, speaking, listening, writing, vocabulary, and grammar all ties into the module's topic or Essential Question. Teachers leverage the content knowledge students gain through the texts to support their abilities in other areas, such as having academic conversations or writing meaningfully and purposefully. |



Copyright © 2017 Great Minds®

## *WIT & WISDOM* PROGRAM COMPONENTS

*Wit & Wisdom* is a comprehensive curriculum, providing the following materials and resources for teachers and students.

| Component | Audience | Access | Feature | Purpose | Description |
|---|---|---|---|---|---|
| Implementation Guide | Teacher | Downloadable PDF from Great Minds website<br>(**http://witeng.link/IG**) | | Provide a user guide for the modules | Explanation of the components, philosophy, and resources of the curriculum |
| Module 0, Grades K–2, Grades 3–5, and Grades 6–8 | Teacher and student | Downloadable PDF from Great Minds website<br>Grades K–2: (**http://witeng.link/M0-GK-G2**)<br>Grades 3–5: (**http://witeng.link/M0-G3-G5**)<br>Grades 6–8: (**http://witeng.link/M0-G6-G8**) | | Introduce students to *Wit & Wisdom*'s key components and features while building a community of readers and writers | Abbreviated lessons that walk students through the Content Stages and Craft Stages, as well as the types of questions, practices, and instructional routines they encounter in Modules 1–4 |
| Teacher Edition (TE) | Teacher | Print books; interactive digital platform | Module Overview | Introduce the teacher to the module | Summary, instructional goals, major assessments of the module, and map of the lessons |
| | | | Core lessons with Deep Dives | Provide instruction | Approximately thirty to thirty-five lessons and Deep Dives |
| | | | Appendices A–E | Supply additional teacher resources | Resources to build knowledge of text complexity, vocabulary teaching and learning, and assessments |
| Student Edition (SE) | Student | Print workbooks; downloadable PDF through interactive digital platform | Student handouts | Support student engagement with lesson instruction | Graphic organizers and handouts |
| | | | Volume of Reading Reflection Questions | Provide formative assessment questions | Questions to record knowledge gained from reading independently and widely on the module topic, and to measure accountable volume of reading |
| Assessment Packs | Teacher and student | Print set of assessment materials | | Supply class set (thirty) of the assessments for distribution | Major assessment materials |

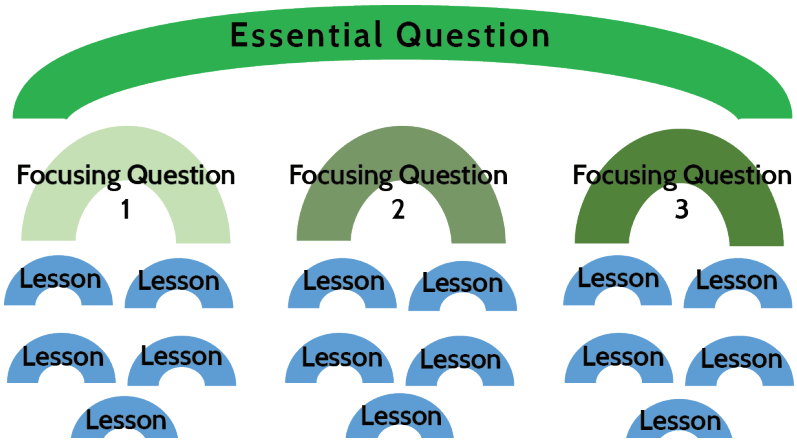


Copyright © 2017 Great Minds®

# GETTING STARTED WITH *WIT & WISDOM*

## OVERVIEW

*Wit & Wisdom* consists of modules of study designed to help students develop habits of mind common to strong readers and writers. Each module develops around complex texts and an Essential Question. Several Focusing Questions organize arcs of lessons that build sequential knowledge of texts and the Essential Question. Reading, writing, and discussion in each arc support student success on an End-of-Module (EOM) Task.




The following provides an overview of the *Wit & Wisdom* structure of study.

| |
|---|
| The **Academic Year** consists of an abbreviated introductory module, Module 0, and four comprehensive modules to be taught in order. |
| The **Modules (units of study)**<br>▪ center on one Essential Question;<br>▪ typically consist of thirty to thirty-five core lessons, seventy-five minutes in length, each followed by a fifteen-minute Deep Dive focused on vocabulary or style and conventions germane to the core lesson;<br>▪ center on complex texts (both literary and informational) and visual art related to the Essential Question;<br>▪ focus on designated Common Core State Standards (CCSS) English Language Arts (ELA) standards; and<br>▪ conclude with a culminating EOM Task. |



Copyright © 2017 Great Minds®

Each **Essential Question**

- provides a compelling question for students to investigate during study and beyond;
- establishes inquiry-based learning; and
- guides students' thinking as they read, think, discuss, and write throughout a module.

**Examples:**

- Kindergarten, Module 2: What makes a good story?
- Grade 2, Module 2: How can people respond to injustice?
- Grade 4, Module 1: What does it mean to have a great heart, literally and figuratively?
- Grade 8, Module 3: What is love?

The **Focusing Questions**

- offer deeper investigations of different aspects of the Essential Question;
- direct students' reading, thinking, discussion, and written tasks throughout each arc of lessons in a module; and
- culminate in a Focusing Question Task, an opportunity for students to demonstrate learning and teachers to assess progress.

**Example:**

Grade 5, Module 4

Essential Question: How can sports influence individuals and societies?

Focusing Questions:
How can sports affect the way we view others?
How can sports create opportunities for change?
How can people challenge or overcome barriers through sports?

Each of the **Daily Lessons** consists of a core lesson and a Deep Dive.

- **Core lessons** (75 min.)
  - focus students' learning through lesson-level **Content Framing Questions** and **Craft Questions** that target specific content and craft learning;
  - offer a purposeful sequence of activities centered on reading, discussing, and writing about module texts; and
  - build students' content knowledge and skills acquisition.
- **Deep Dives (15 min.)** provide a deep study of pertinent vocabulary or CCSS-aligned style and conventions connected to the core lesson.



Copyright © 2017 Great Minds®

## TERMINOLOGY

*Wit & Wisdom* uses precise terminology to describe key teaching and learning practices. The following table introduces key terms and their definitions.

| | |
|---|---|
| Check for Understanding (CFU) | A lesson-level assessment included in each *Wit & Wisdom* lesson. CFUs take many forms, such as an Exit Ticket, a graphic organizer, or a written response. Aligned to specific skills acquisition, they focus on reading, writing, and/or speaking and listening. On average, one to three CFUs appear in each lesson. Every Deep Dive has its own CFU. |
| Content Framing Question | A lesson-level question representing the particular Content Stage in the process of the reading of a complex text. Each of the five sequential Content Framing Questions articulates the lens through which students will explore the text in a given lesson. For more on this term, see the Content Stages and Content Framing Questions section. |
| Continuing Standards | Standards addressed pervasively across modules and accordingly not listed as focus standards for any particular module. |
| Core Practices | Four key practices–questioning, annotating, summarizing, and collecting evidence–are used throughout the modules to help students learn how to read a text and communicate their understanding of a text. For more on this term, see the Core Practices section in the "Going Deeper" chapter. |
| Craft Question | A lesson-level question representing the particular stage in the process of learning, practicing, and demonstrating specific writing or speaking skills. For more on this term, see the Craft Stages and Craft Questions section in this chapter. |
| Deep Dive | A fifteen-minute lesson designed to teach a particular vocabulary or style and conventions concept or skill that elaborates on the learning in the core lesson. |
| End-of-Module (EOM) Task | The assessment at the end of a module through which students demonstrate both their understanding of the module's content and their ability to use the craft skills taught in the module. |
| Essential Question | A thought-provoking, transferable question that guides students' thinking, reading, writing, and discussion throughout a module, to be addressed in the EOM Task and investigated well after the module ends. |
| Exit Ticket | A strategy for quickly assessing student understanding in which, upon ending a lesson, students respond to a short-answer or multiple-choice question on an individual sheet of paper and submit it to the teacher. |
| Focus Standards | Standards explicitly taught, practiced, and assessed multiple times during a specific module. |
| Focusing Question | A question directing students' reading, thinking, discussion, and writing tasks throughout an arc of lessons that builds sequential knowledge of texts and the Essential Question and is addressed in the Focusing Question Task. |
| Focusing Question Task | An assessment at the end of a Focusing Question arc of lessons through which students demonstrate both their understanding of the arc's content and their ability to use the craft skills taught up to that point in the module. |
| Knowledge Journal | A journal students use to reflect on, synthesize, and extend the knowledge they have developed–as a group and individually–over a stretch of time, emphasizing transferable learning about topics and skills. For more on this term, see the Setting Up a *Wit & Wisdom* Classroom section in this chapter. |



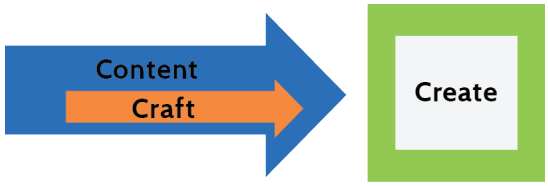
Copyright © 2017 Great Minds®

| | |
|---|---|
| Module Map | Contained in the Module Overview for each module, the Module Map identifies the text(s), Content Framing Question, Craft Question, and learning goals for each lesson, providing teachers with an overview of lesson-level and sequential learning. |
| New-Read Assessment | An assessment of students' ability to transfer select reading and language skills they have learned to a new text or portion of a text that they have not previously read. For more on this term, see the Assessment section. |
| Response Journal | A frequently-used journal in which students record their thinking during core lessons and Deep Dives, including lists of brainstormed ideas, responses to questions and prompts, and reflections on texts or classroom discussions. |
| Socratic Seminar | A student-led collaborative discussion centering on a thought-provoking question related to a module's content. Students engage in inquiry, elaboration, and debate while expressing their own ideas clearly. For more on this term, see the Socratic Seminar Guidance in the "Resources" chapter. |
| Supporting Standards | Standards practiced in a particular module due to their alignment with the study of a particular text but not necessarily explicitly taught or assessed. |
| Text-Dependent Question (TDQ) | Generally appearing as a series, TDQs develop a purposeful line of questioning that focuses on key aspects of a text and that students can answer only by referring to textual evidence. |
| Vocabulary Journal | A journal in which students engage in vocabulary-related work, such as making connections among words, applying their understanding of a word, or recording definitions of key words. |
| Volume of Reading | The reading students do independently. Research shows a correlation between the volume of high-quality texts students read and their development of reading skills and proficiency. |

# LEARNING DESIGN

## Content-Craft-Create Framework

The Content-Craft-Create framework is the backbone of *Wit & Wisdom*'s learning design.




Specifically, *Wit & Wisdom* lessons are designed so that students develop the following:

- **Content knowledge**. Students learn how to comprehend complex literary, informational, and visual texts.
- **Craft proficiency.** Students learn to convey information and express ideas through explicit instruction in the crafts of writing, speaking, and presenting.



Copyright © 2017 Great Minds®

- **Opportunities to create.** Through the merging of content and craft, students demonstrate their knowledge and express their ideas in formal written and oral assessments. Representing the Great Minds logo, the *Wit & Wisdom* empty frame is ready and waiting for students to create their unique contributions to knowledge—of the world and of ideas.

Each aspect of this framework is carefully organized to help students gain lifelong skills and habits of mind.

## Content Stages and Content Framing Questions

*Wit & Wisdom* equips students with a flexible yet predictable process for deep reading of complex texts. Lessons are structured with a purposeful progression that enables students to access, understand, and analyze these texts. This progression consists of five Content Stages: Wonder, Organize, Reveal, Distill, and Know. Shaping each lesson is a Content Framing Question that guides students' exploration of a text and represents where they land in the lesson's learning.

The following chart identifies each Content Stage, a typical version of its associated Content Framing Question, and the type of thinking and reading in which students engage during each stage.

| Content Stage | Content Framing Question | Description of Student Thinking and Actions |
|---|---|---|
| Wonder | What do I notice and wonder about this text? | Students read the text with curiosity and attention and ask key questions about what they read. |
| Organize | What is happening in this text? | Students organize their thinking on what the text is about, demonstrating their literal comprehension of a text. |
| Reveal | What does a deeper exploration of [text-specific element] reveal about the text? | Students go deeper into the text, explore the author's craft and word choices, analyze the text's structure and its implicit meaning, and attend to other unique features of the text. |
| Distill | What is the essential meaning of this text? | Students synthesize their understanding of a text's elements to discern the full impact of the elements they studied. They seek to understand the text as a sum of its parts, with the goal of achieving a profound understanding of the whole work. |
| Know | How does this text build my knowledge of [specific topic]? | Students consider the text in the context of their own knowledge and learning. They examine the impact of the text on their world of knowledge and articulate the transferrable knowledge and skills they have acquired during the course of studying a text. |

The content stages form the acronym *WORD + Know*, representing the knowledge students build by answering each question with a close examination of the words of text. By engaging in this process with multiple texts, students internalize the stages and develop habits of mind that will enable them to approach and be successful with many different types and levels of texts.



Copyright © 2017 Great Minds®

## Craft Stages and Craft Questions

The crafts of writing, speaking, and presenting are also taught in a careful sequence that ultimately leads students to mastery and independence. Students begin by examining high-quality exemplars of the craft. Then they receive progressive direct instruction in the skills necessary to practice and master the craft. As is true with the Content Stages, *Wit & Wisdom* delineates each Craft Stage with a Craft Question.

The following chart identifies each Craft Stage, its associated Craft Question, and the type of thinking and reading in which students engage during each stage.

| Craft Stage | Craft Question | Description of Student Thinking and Action |
|---|---|---|
| Examine | Why is [specific skill] important? | Students analyze an exemplar of a writing or speaking skill to recognize criteria for quality communication and, ultimately, to execute the skill on their own. |
| Experiment | How does [specific skill] work? | Students practice and hone the target writing or speaking skill in a scaffolded task. |
| Execute | How do I use [specific skill] in [specific task]? | Students employ the skill in their own text-based writing. |
| Excel | How do I improve my use of [specific skill]? | Students revise and revisit their speaking or writing, cultivating mastery of the target skill. |

Each stage begins with ex–, representing the explicit instruction in expression that students gain. With this carefully scaffolded instruction, students develop transferable skills in the crafts of speaking, writing, and presenting.

## Create: The Demonstration of Content and Craft Learning

After building content knowledge through the Content Framing stages progression and developing their craft, students are ready to create a knowledge-based product. Students express their ideas and understanding of texts by completing these performance assessment tasks:

- Focusing Question Tasks
- End-of-Module (EOM) Tasks

Whether written, oral, or both, Focusing Question and EOM Tasks invite and inspire students to create and share great work.

These tasks are specific to each module's texts, standards, and topic. Modules are backward-designed from these questions, which drive student inquiry and focus assessment.



Copyright © 2017 Great Minds®

### The Content-Craft-Create Framework in Action

The following chart provides a snapshot of how the Content-Craft-Create framework plays out at the lesson level through examples from a *Wit & Wisdom* module.

| Grade 3, Module 2 | | |
|---|---|---|
| **Lesson** | **Content Framing Question** | **Craft Question** |
| 19 | Wonder<br>What do I notice and wonder about *One Giant Leap*? | Examine<br>Why is it important to support an opinion with reasons? |
| 20 | Organize<br>What is happening in *One Giant Leap*? | Experiment<br>How do supporting reasons work in opinion writing? |
| 21 | Reveal<br>What does a deeper exploration of figurative language reveal in *One Giant Leap*? | Execute<br>How do I use supporting reasons in an opinion paragraph? |
| 22 | Distill<br>What is the essential meaning of *One Giant Leap*? | Excel<br>How do I improve supporting reasons in opinion writing? |
| 23 | Know<br>How do *Moonshot* and *One Giant Leap* build my knowledge? | |
| **Create: Focusing Question Task** | | |
| 25 | You are entering an opinion essay contest. The essays will be judged by NASA scientists who want to understand young people's opinions about space travel. The question that you have to answer in your essay is:<br>Would you like to have been an astronaut on the Apollo 11 mission?<br>To answer this, write a four-paragraph opinion essay that includes the following:<br>an introduction paragraph<br>two supporting paragraphs<br>a conclusion paragraph<br>Support your opinion using evidence from the following texts:<br>*Moonshot*, Brian Floca<br>*One Giant Leap*, Robert Burleigh | |

## Building Knowledge through Complex Texts

Excellent texts are at the center of every *Wit & Wisdom* module. *Wit & Wisdom* core texts include fiction and nonfiction that represent award winners (e.g., Caldecott, Newbery, Coretta Scott King, ALA Notable) and CCSS exemplars, selected to build students' knowledge of rich topics in literature, history, science, and the arts. *Wit & Wisdom* texts showcase diverse viewpoints and genres, including essays, speeches, articles, interviews, memoirs, and poetry.



Copyright © 2017 Great Minds®

*Wit & Wisdom* texts are exceptional in both content and craft. Literary texts feature plot complexity, exemplary use of language and literary devices, and high-quality illustrations. Informational texts pique curiosity, build content knowledge, and introduce a range of perspectives and forms. Representing grade-level complexity expectations or higher, the literary and informational texts in *Wit & Wisdom* merit close reading, lend themselves to the development of content knowledge and the skills described in the CCSS, and, most importantly, engage students in productive—and joyful—struggle.

In addition to literary and informational texts, *Wit & Wisdom* incorporates fine art, video, and audio recordings. Visual art texts include paintings, sculptures, architecture, and photographs that expand understanding of module topics and develop students' visual and cultural literacy. Visual and multimedia texts support striving readers while engaging all students with rich content.

Together, a module's texts create the module's knowledge puzzle: each piece contributes to key learning about a topic. Individually and collectively, the pieces of each knowledge puzzle empower students with the literary, historical, scientific, artistic, and cultural knowledge required for successful thinking and citizenship. In each module, students encounter quality texts that influence, extend, and often challenge their knowledge of the world and their knowledge of ideas.

Knowledge puzzles build across grades to foster essential connections within and across disciplines. The following is one example of how *Wit & Wisdom* students explore domain-specific literary and informational texts to build rich knowledge and vocabulary about American history—within a grade and across grades.

**Kindergarten, Module 3: *America, Then and Now***

Essential Question: How has life in America changed over time?

Core Texts

Informational

- *Communication Then and Now*, Robin Nelson
- *Home Then and Now*, Robin Nelson
- *Now & Ben: The Modern Inventions of Benjamin Franklin*, Gene Barretta
- *School Then and Now*, Robin Nelson
- *Transportation Then and Now*, Robin Nelson
- *When I Was Young in the Mountains*, Cynthia Rylant

Literary

- *The Little House*, Virginia Lee Burton



Copyright © 2017 Great Minds®

**Grade 2, Module 2: *The American West***

Essential Question: What was life like in the West for early Americans?

Core Texts

Informational

- *The Buffalo Are Back*, Jean Craighead George
- *Journey of a Pioneer*, Patricia J. Murphy
- *Plains Indians*, Andrew Santella

Literary

- *Johnny Appleseed*, Steven Kellogg
- *John Henry: An American Legend*, Ezra Jack Keats
- *John Henry*, Julius Lester
- *The Legend of the Bluebonnet*, Tomie dePaola
- The Story of *Johnny Appleseed*, Aliki

**Grade 2, Module 3: *Civil Rights Heroes***

Essential Question: How can people respond to injustice?

Core Texts

Informational

- *I Have a Dream*, Dr. Martin Luther King, Jr.; paintings, Kadir Nelson
- *Martin Luther King, Jr. and the March on Washington*, Frances E. Ruffin; illustrations, Stephen Marchesi
- *Ruby Bridges Goes to School: My True Story*, Ruby Bridges
- *The Story of Ruby Bridges*, Robert Coles; illustrations, George Ford
- *Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation*, Duncan Tonatiuh

**Grade 3, Module 3: *A New Home***

Essential Question: How do stories help us understand immigrants' experiences?

Core Texts

Informational

- *Coming to America: The Story of Immigration*, Betsy Maestro



Copyright © 2017 Great Minds®

Literary

- *Grandfather's Journey*, Allen Say
- *Tea with Milk*, Allen Say
- *Family Pictures*, Carmen Lomas Garza
- *The Keeping Quilt*, Patricia Polacco

**Grade 4, Module 3: *The Redcoats Are Coming!***

Essential Question: Why is it important to understand all sides of a story?

Core Texts

Informational

- *George vs. George: The American Revolution as Seen from Both Sides*, Rosalyn Schanzer

Literary

- *Woods Runner*, Gary Paulsen
- *The Scarlet Stockings Spy*, Trinka Hakes Noble
- *Colonial Voices: Hear Them Speak*, Kay Winters

**Grade 5, Module 3: *A War Between Us***

Essential Question: How did the Civil War impact people?

Core Texts

Informational

- *The Boys' War*, Jim Murphy

Literary

- *The River Between Us*, Richard Peck

**Grade 6, Module 1: *Resilience in the Great Depression***

Essential Question: How can enduring tremendous hardship contribute to personal transformation?

Core Texts

Literary

- *Bud, Not Buddy*, Christopher Paul Curtis
- *Out of the Dust*, Karen Hesse



Copyright © 2017 Great Minds®

**Grade 7, Module 2: *Americans All***

Essential Question: How did World War II affect individuals?

Core Texts

Informational

- *Farewell to Manzanar*, Jeanne Wakatsuki Houston and James D. Houston

Literary

- *Code Talker*, Joseph Bruchac

**Grade 8, Module 4: *Teens as Change Agents***

Essential Question: How do people effect social change?

Core Text

Informational

- *Claudette Colvin: Twice Toward Justice*, Phillip Hoose

In approaching knowledge-building through the study of exemplary texts, *Wit & Wisdom* fully addresses the components of the CCSS that articulate the need for high-quality, complex texts on topic—including Measuring Text Complexity: Three Factors (31, 57); Range of Text Types (31, 57); Staying on Topic Within and Across Grades (33); and the Complexity and Knowledge shifts.

## Meeting Student Needs

*Wit & Wisdom* lessons engage all students and address individual needs such as those of striving readers and English learners.

### Student Engagement

*Wit & Wisdom* lessons are designed to maximize student engagement in multiple ways. The lessons include the following features:

- **Engaging texts, topics, and tasks.** The lessons engage students through challenging, high-quality texts; compelling topics in the humanities, social studies, science, and the arts; and tasks that encourage productive study and discussion.
- **A variety of instructional routines and approaches.** Teachers use a variety of instructional routines through which students explore content with classmates in a variety of ways, including seminars, class discussions, pairs, and groups. For a list of and directions for these varied approaches, see Instructional Routines in the "Resources" chapter.



Copyright © 2017 Great Minds®

- **Content Framing Questions that begin and end each lesson.** The recurring familiar structure of the Content Stages helps students internalize daily goals and develop transferable habits, as well as ensures that students understand texts and build knowledge with a growing level of independence.
- **Sequences of Craft Stages focused on specific skills.** Students practice writing and speaking, mastering tools with which to communicate content knowledge clearly.
- **High expectations.** Learning goals are clear and measurable, and tracked through daily Checks for Understanding (CFUs).
- **Multiple scaffolds and extensions.** These tools help teachers support all students in successfully accessing core grade-level content.
- **Help for students to organize their thinking.** Individual Student Editions and journals are set up for written responses, vocabulary and word work, and reflection on knowledge.
- **Content presented through multiple modalities.** These modalities include auditory, visual, kinesthetic, interpersonal, self-guided, and technological.
- **Student choice.** Students have opportunities to choose the topic, process, and product, often with options of multiple texts as they pursue interests.

As a result, all students are motivated to participate in and engage with lesson content.

## Differentiation

The *Wit & Wisdom* learning design, especially its use of Content Framing Questions to structure lesson-level learning, supports a range of students in numerous ways, including the following:

- **Deliberate sequencing.** Students build knowledge of each module topic by reading texts in a purposeful sequence. Students complete each module study with knowledge and skills that they can use to access grade-level text.
- **Predictability of structures.** The predictability of the recurring Content Stages helps students develop habits of mind and provides a scaffold for reading challenging texts. Students use the Content Framing Question as an entry point to difficult texts.
- **Reading scaffolds.** Organizing ideas from informational and literary texts establishes student understanding of the main ideas and plot points prior to the consideration of deeper ideas.
- **Focus on vocabulary and syntax.** Students learn to read closely and discuss important passages, with particular emphasis on
  - learning the meanings of essential content words and academic vocabulary,
  - studying roots and affixes to grow capacity to discern word meaning independently, and
  - dissecting phrases to reveal how syntax conveys meaning.
- **Exploration of content in multiple forms.** Students explore print texts, visual art, videos, audio recordings, photographs, and maps to access module concepts and information.
- **Reliance on strong models.** Students examine models of strong writing to understand how to craft effective sentences, paragraphs, and essays.
- **Frequent feedback.** Students receive ongoing and explicit feedback from peers and teachers.



Copyright © 2017 Great Minds®

- **Scaffolds.** At key moments, lessons include specific suggestions for how to scaffold instruction. These scaffolds empower teachers to seamlessly integrate remediation suggestions into instruction. For students who may be challenged by the lesson's rigor, scaffolds provide another path to the learning goal, rather than minimize or change the learning goal.
- **Extensions and differentiation suggestions.** Lessons often offer suggestions for how to vary learning tasks for those who already have well-developed skills, or to extend learning for students who seek an additional challenge.

The chart below more specifically illustrates how *Wit & Wisdom* lessons support striving readers.

| Module Element | Strategies and Tasks That Help Striving Readers |
|---|---|
| Content Stage and Content Framing Question:<br>Wonder<br>*What do you notice and wonder about this text?* | Students build confidence as they articulate observations stemming from their curiosity and focus.<br>Students engage in noticing and wondering at their current ability level, often activating prior knowledge, which fosters a feeling of success in striving readers.<br>Students learn to take note of information and details as they read.<br>Students learn to articulate their confusion about a text.<br>Students learn to focus on the role of illustrations in building meaning, where applicable. |
| Content Stage and Content Framing Question:<br>Organize<br>*What is happening in this text?* | Building basic plot understanding before moving on to close reading exercises ensures that students will be able to succeed at more complex text analysis.<br>The focus on text organization (sequential, narrative, cause/effect, etc.) helps students generalize how to approach and comprehend different types of texts.<br>Tactile work through routines such as Boxes and Buttons and Story Stones engages and supports kinesthetic learners. |
| Content Stage and Content Framing Question:<br>Reveal<br>*How does a deeper exploration of _____ reveal deeper meaning in this text?* | Careful and repetitive work with certain standards using shorter segments of text for close reading gradually leads to student success with analyzing and understanding complex texts.<br>Text-dependent questions and text-dependent tasks, such as Graphic Organizers or Chalk Talks, encourage students to reread the text several times to determine meaning. |
| Content Stage and Content Framing Question<br>Distill<br>*What is the essential meaning of this text?* | Graphic Organizers and thoughtful instruction during this stage of reading and analysis lead students to a deeper understanding of a complex text. |
| Content Stage and Content Framing Question:<br>Know<br>*How does this text build my knowledge of _____?* | Intentional building of content knowledge improves comprehension and increases both domain-specific and academic vocabulary. |



Copyright © 2017 Great Minds®

| | |
|---|---|
| Deep Dives | Learning to apply understanding of roots and affixes helps students determine the meanings of unfamiliar words and access increasingly complex texts. |
| Writing | Writing models give students visuals for organizing their informative, opinion/argument, and narrative writing.<br><br>Evidence Organizers prime students for success in identifying and organizing their ideas before writing.<br><br>Sharing writing ideas orally prior to writing helps support students in understanding and expressing their ideas about texts. |
| Volume of Reading | Students benefit from frequent and increased exposure to a range of texts at a range of levels.<br><br>The more students read and are read to, the more knowledge they build and the more they develop their academic vocabulary.<br><br>Opportunities for choice in independent reading enhance student engagement. |
| Fluency | Repeated reading helps students work on the correct pronunciation of words, building confidence in their oral language.<br><br>Frequent reading of complex passages for fluency helps build comprehension.<br><br>Fluency performance with partners and small groups builds reading confidence, as students receive affirmation from teachers and peers. |

## Supporting English Learners

Although many of the strategies that support striving readers also support English learners, English learners have distinct needs. The aspects of *Wit & Wisdom*'s learning design that are particularly helpful to English learners include the following:

- **Explicit vocabulary and grammar instruction,** including a focus on morphology
- **Text-dependent questions** that focus all students on key terms, phrases, and passages for rereading and repeated exploration
- **Integrating instruction** in spoken and written English with content-area knowledge such as science, history, and art topics
- **Ongoing, sequential, explicit writing instruction**
- **Partner work** that includes **oral practice** of written responses
- **Multiple authentic opportunities to use academic language** with support, such as explicit teaching about speaking and listening, sentence frames, and vocabulary support

The following chart more specifically illustrates how *Wit & Wisdom* lessons support English learners.



Copyright © 2017 Great Minds®

| Module Element | Strategies and Tasks That Help English Learners |
|---|---|
| Content Stage and Content Framing Question:<br><br>Wonder<br><br>*What do you notice and wonder about this text?* | Annotation and discussion of unknown vocabulary and comprehension confusion support English learners in understanding new texts.<br><br>The focus on academic language and content vocabulary in context supports the development of such language in English learners.<br><br>Teacher Read-Alouds of text during this stage–sometimes optional for differentiation but often the norm–offer support for students who are not yet fluent in English. |
| Content Stage and Content Framing Question:<br><br>Organize<br><br>*What is happening in this text?* | Strategies students use for identifying the basic plot, such as Graphic Organizers including tactile objects and full-body involvement, aid in comprehension. |
| Content Stage and Content Framing Question:<br><br>Reveal<br><br>*How does a deeper exploration of _____ reveal deeper meaning in this text?* | Focused work on specific elements such as figurative language, point of view, and individual text features increases students' ability to access complex texts. |
| Content Stage and Content Framing Question:<br><br>Distill<br><br>*What is the essential meaning of this text?* | Graphic Organizers and thoughtful instruction lead students to a deeper understanding of complex texts. |
| Content Stage and Content Framing Question:<br><br>Know<br><br>*How does this text build my knowledge of _____?* | Students build a cache of knowledge around various topics, learning a greater amount of vocabulary than through simply thematic collections.<br><br>Connecting knowledge within the Knowledge Journal between texts and between topics supports development of knowledge and vocabulary.<br><br>Separate reflections on skill and content knowledge acquisition help students categorize and solidify what they are learning. |
| Deep Dives | The study of cognates and morphology extends and connects language learning.<br><br>The study of syntax helps English learners understand a variety of sentence structures as they read and use those in their own writing.<br><br>Grammar study helps students learn parts of speech and word function in context. |



Copyright © 2017 Great Minds®

| | |
|---|---|
| Writing | Writing models give students visuals for organizing their informative, opinion/argument, and narrative writing.<br><br>Evidence Organizers prime students for success in identifying and organizing their ideas before writing.<br><br>Sharing writing ideas orally prior to writing helps support students in understanding and expressing their ideas about texts.<br><br>Sentence frames provide a structure and starting point for those who may struggle with language or syntax, and they model academic language students can internalize. |
| Speaking and Listening | Students have multiple opportunities to practice academic language: routines such as Think-Pair-Share give students a chance to practice ideas with a partner before sharing with the larger group, small-group discussions and tasks offer the opportunity to have low-risk academic discussions, and Socratic Seminars provide models for participating in formal academic conversations.<br><br>Suggested sentence frames, such as "I agree with _____ because _____," or "I want to add to what _____ said," help students frame their thinking and develop a bank of phrases to use in academic conversations in English.<br><br>Vocabulary Journals and classroom charts are available to students as tools for ensuring precision of language in academic discussions. |
| Volume of Reading | Students benefit from frequent and increased exposure to a range of texts at a range of levels.<br><br>The more students read and are read to, the more knowledge they build and the more they develop their academic vocabulary. |
| Fluency | Fluency passages are often chosen to provide additional opportunities to engage with complex sections of text.<br><br>Repeated reading helps students work on the correct pronunciation of words and build confidence in oral language in English.<br><br>Frequent reading of complex passages for fluency helps build comprehension.<br><br>Fluency performance with partners and small groups builds reading confidence, as students receive affirmation from teachers and peers. |

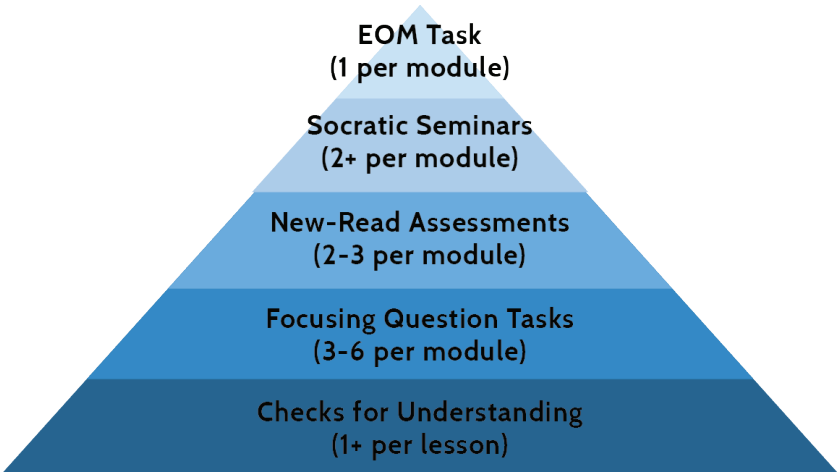
## Assessment

Assessment in *Wit & Wisdom* is frequent and varied, providing ongoing evidence of how deeply students understand what they are learning. Assessments occur in every lesson. Assessments are tied to module and lesson content and build toward the final, End-of-Module (EOM) Task. Each lesson's Analyze box provides ideas for how to analyze and act upon the results of the assessments. For extensive discussion of Assessment, see the Assessment section in the "Going Deeper" chapter.



Copyright © 2017 Great Minds®

The following graphic shows the five types of *Wit & Wisdom* assessments, the frequency of each, and how they are designed to build toward success on the EOM Task.




## MODULE DESIGN

A module is a unit of study with a focus on texts tied to rich content in language arts, history, science, and art, and bound together by an Essential Question. Each of the four *Wit & Wisdom* modules per grade includes the following:

- A Module Overview, which includes
  - a summary of the module's knowledge story, and the core texts and topics examined
  - the Essential Question
  - a list of core and supplementary texts
  - module learning goals for content, reading, writing, language, speaking, and listening
  - explanations of how the module's content and skill foci fit into the context of year-long learning
  - the focus standards addressed in the module lessons
  - a description of the formative and summative assessments
  - a Module Map that provides a lesson sequence, identifying lesson-level Content Framing and Craft Questions, Learning Goals, and placement of formal assessments
- Thirty to thirty-five (approximately) core lessons and Deep Dives
- Five appendices
  - Appendix A: qualitative evaluations of core module texts' complexity
  - Appendix B: a list of the vocabulary words taught and assessed in the module, as well as the Words to Know (selected words to use in a teacher-created student glossary)
  - Appendix C: answer keys, sample student responses, rubrics, and tracking forms for student speaking and listening participation
  - Appendix D: a select bibliography of additional texts related to the topics and genres presented in the core module texts
  - Appendix E: a full bibliography of the sources used and referenced in the module



Copyright © 2017 Great Minds®

## MODULE TOPICS AND EOM TASK WRITING TYPES

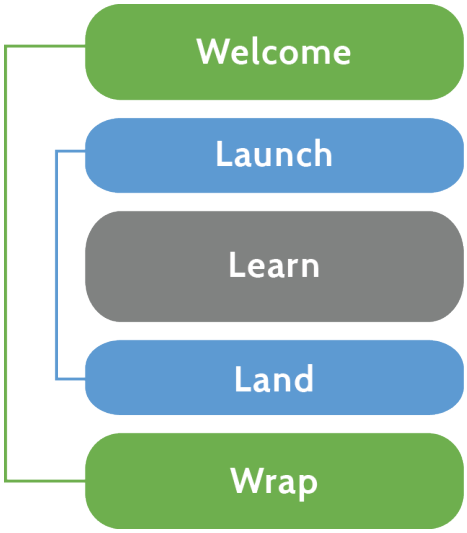
| Grade | Module 1 | Module 2 | Module 3 | Module 4 |
|---|---|---|---|---|
| K | ***The Five Senses***<br>Informative Writing | ***Once Upon a Farm***<br>Narrative Writing | ***America, Then and Now***<br>Informative Writing (Research) | ***The Continents***<br>Opinion Writing |
| 1 | ***A World of Books***<br>Narrative Writing | ***Creature Features***<br>Informative Writing (Research) | ***Powerful Forces***<br>Narrative Writing | ***Cinderella Stories***<br>Opinion Writing |
| 2 | ***A Season of Change***<br>Informative Writing | ***The American West***<br>Informative Writing | ***Civil Rights Heroes***<br>Narrative Writing | ***Good Eating***<br>Opinion Writing (Research) |
| 3 | ***The Sea***<br>Informative Writing | ***Outer Space***<br>Opinion Writing | ***A New Home***<br>Narrative Writing | ***Artists Make Art***<br>Informative Writing (Research) |
| 4 | ***A Great Heart***<br>Informative Writing | ***Extreme Settings***<br>Narrative Writing | ***The Redcoats Are Coming!***<br>Opinion Writing (Research) | ***Myth Making***<br>Informative Writing |
| 5 | ***Cultures in Conflict***<br>Informative Writing | ***Word Play***<br>Narrative Writing | ***A War Between Us***<br>Opinion Writing | ***Breaking Barriers***<br>Informative Writing (Research) |
| 6 | ***Resilience in the Great Depression***<br>Informative Writing | ***A Hero's Journey***<br>Narrative Writing | ***Narrating the Unknown***<br>Argument Writing | ***Courage in Crisis***<br>Informative Writing (Research) |
| 7 | ***Identity in the Middle Ages***<br>Narrative Writing | ***Americans All Informative***<br>Writing | ***Language and Power***<br>Argument Writing | ***Fever***<br>Informative Writing (Research) |
| 8 | ***The Poetics and Power of Storytelling***<br>Narrative Writing | ***The Great War***<br>Informative Writing | ***What Is Love?***<br>Argument Writing | ***Teens as Change Agents***<br>Informative Writing (Research) |



Copyright © 2017 Great Minds®

## LESSON DESIGN

Each *Wit & Wisdom* lesson organizes student learning into sections using the following structure:




| Lesson Section | Typical Time Allocated | Description |
|---|---|---|
| Welcome | 5 min. | Students independently engage in a task that prepares them for the lesson's learning. |
| Launch | 3 min. | The teacher introduces the lesson's Content Framing Question, and students interact with it in a meaningful way by unpacking terminology, or making connections to the Focusing Question, Essential Question, and/or text. The teacher ensures student understanding of the lesson's Learning Goals. |
| Learn | 60 min. | Through a variety of instructional routines and tasks, teachers support students as they engage in productive struggle, both independently and with peers, and as they develop skills and knowledge needed to answer the lesson's Content Framing Question. |
| Land | 5 min. | The teacher facilitates student reflections on how they met lesson goals and answered the Content Framing Question. |
| Wrap | 2 min. | The teacher directs closing activities, such as assigning homework. |
| Deep Dive | 15 min. | The teacher supports students' learning of vocabulary or style and conventions. The Deep Dive is also organized into Launch, Learn, and Land sections. |
| Total Lesson Time = 90 min. | | |



Copyright © 2017 Great Minds®

In addition, two teacher-facing sections frame each lesson, providing guidance about the purpose of the lesson and modes of assessing its success.

Every lesson begins with a **Prepare** section that

- lists the lesson's **guiding questions**, and
- conveys the lesson's **logical unity**. This section explains
  - what students do in the lesson,
  - the relationship between activities, and
  - how the lesson's learning connects to at least one broader module goal.

Every lesson concludes with an **Analyze** section that

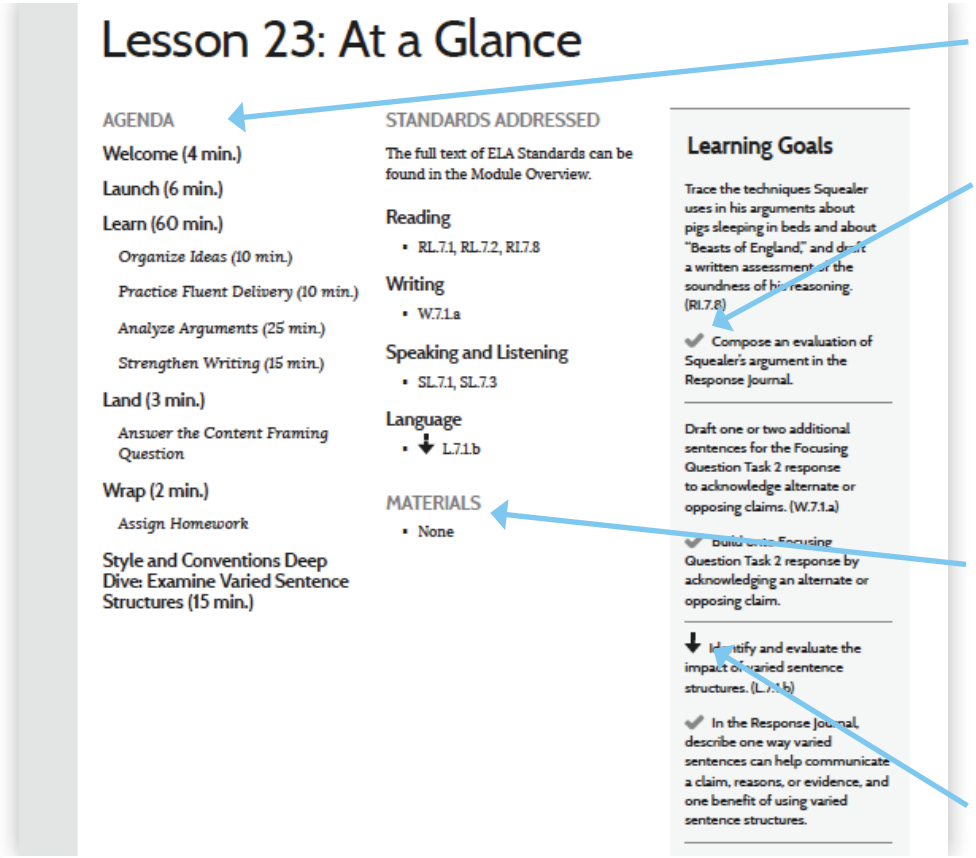
- explains a **key assessment** in the lesson, highlighting its **purpose** in relation to the lesson's and module's learning goals;
- provides the **standards** aligned with the assessment; and
- offers guidance on evaluating **student success** on the assessment and **actionable next steps** for scaffolding learning when students struggle with particular tasks.



Copyright © 2017 Great Minds®

## LESSON FEATURES

*Wit & Wisdom*'s lesson design contains key information to support teachers' planning and understanding of the curriculum.



Lesson 23: At a Glance

AGENDA

Welcome (4 min.)

Launch (6 min.)

Learn (60 min.)

*Organize Ideas (10 min.)*

*Practice Fluent Delivery (10 min.)*

*Analyze Arguments (25 min.)*

*Strengthen Writing (15 min.)*

Land (3 min.)

*Answer the Content Framing Question*

Wrap (2 min.)

*Assign Homework*

Style and Conventions Deep Dive: Examine Varied Sentence Structures (15 min.)

STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

Reading

- RL.7.1, RL.7.2, RI.7.8

Writing

- W.7.1.a

Speaking and Listening

- SL.7.1, SL.7.3

Language

- L.7.1.b

MATERIALS

- None

Learning Goals

Trace the techniques Squealer uses in his arguments about pigs sleeping in beds and about "Beasts of England," and draft a written assessment of the soundness of his reasoning. (RI.7.8)

Compose an evaluation of Squealer's argument in the Response Journal.

Draft one or two additional sentences for the Focusing Question Task 2 response to acknowledge alternate or opposing claims. (W.7.1.a)

Build on the Focusing Question Task 2 response by acknowledging an alternate or opposing claim.

Identify and evaluate the impact of varied sentence structures. (L.7.1.b)

In the Response Journal, describe one way varied sentences can help communicate a claim, reasons, or evidence, and one benefit of using varied sentence structures.

### LESSON AGENDA

Maps the flow and timing of the content at a glance.

### CHECK FOR UNDERSTANDING (CFU) ICON

Indicates the lesson's assessments. A matching check is found in the lesson at the point of use. CFUs come in a variety of forms, such as Exit Tickets, written responses, completed graphic organizers, or videotaped presentations.

### MATERIALS

In the digital Teacher Edition, links provide teachers access to student handouts and teaching materials. In the print edition, the student handouts exist in a separate Student Edition.

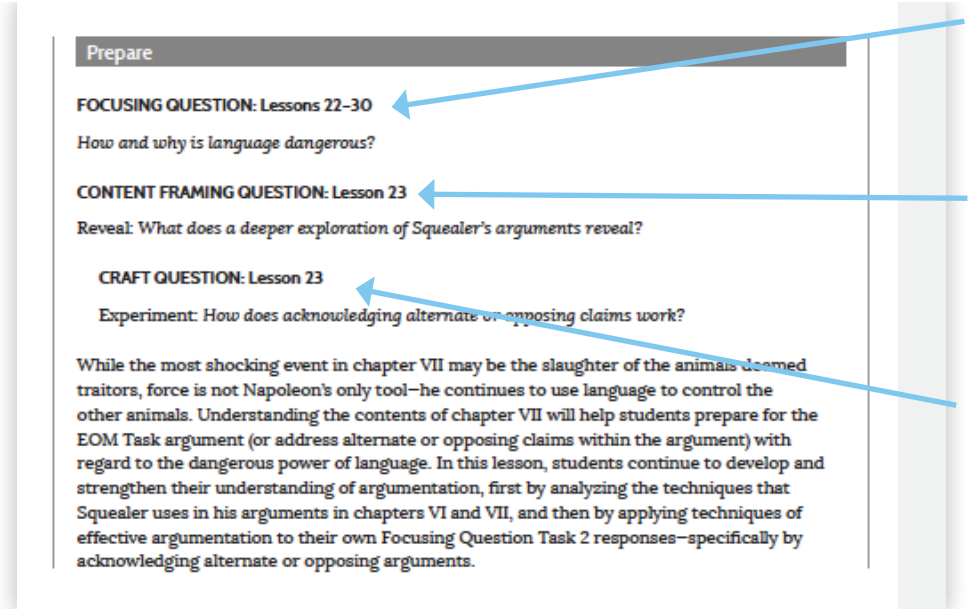
### DEEP DIVE ICON

Used throughout to signal Deep Dive lesson information.



Copyright © 2017 Great Minds®

Designed to align with *Wit & Wisdom*'s preparation process—Prepare, Teach, Assess, Analyze (see the Lesson Preparation section in this chapter)—the Prepare section shows a lesson's key questions. It then explains the lesson's learning, placing it in context with the module's cumulative knowledge and skill-building.



**Prepare**

**FOCUSING QUESTION: Lessons 22–30**

*How and why is language dangerous?*

**CONTENT FRAMING QUESTION: Lesson 23**

Reveal: *What does a deeper exploration of Squealer's arguments reveal?*

**CRAFT QUESTION: Lesson 23**

Experiment: *How does acknowledging alternate or opposing claims work?*

While the most shocking event in chapter VII may be the slaughter of the animals deemed traitors, force is not Napoleon's only tool—he continues to use language to control the other animals. Understanding the contents of chapter VII will help students prepare for the EOM Task argument (or address alternate or opposing claims within the argument) with regard to the dangerous power of language. In this lesson, students continue to develop and strengthen their understanding of argumentation, first by analyzing the techniques that Squealer uses in his arguments in chapters VI and VII, and then by applying techniques of effective argumentation to their own Focusing Question Task 2 responses—specifically by acknowledging alternate or opposing arguments.

### FOCUSING QUESTION

Defines the overarching inquiry for a particular set of lessons.

### CONTENT FRAMING QUESTION

Identifies the stage of reading and the text focus for the lesson.

### CRAFT QUESTION

States the focus of writing or speaking for the lesson.

For more on Content Framing Questions and Craft Questions, see the Content-Craft-Create Framework section in this chapter.



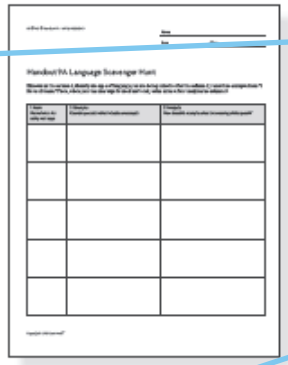
Copyright © 2017 Great Minds®

## ANALYZE LANGUAGE 29 MIN.

### Pairs

Distribute Handout 9A.

Record each of the following items on ten brightly-colored sticky notes, one item per sticky note: repetition; simile; allusion; three metaphors; alliteration; imagery; personification; the most important word in the speech; a detail that is emotionally moving; find a sentence with one unknown vocabulary word and look up its meaning. Stick the notes at easily visible points throughout the room.



Emphasize that King used numerous techniques to inspire his audience. Explain that students will embark on a Scavenger Hunt to identify as many different examples as possible. Then they will analyze their examples.

Instruct pairs to circulate the room, stop at each sticky note, examine "I Have a Dream" to find an example of each sticky note's item, and then record their findings on Handout 9A.

> ***Differentiation***
>
> For struggling students, emphasize that finding thoughtful examples of various types of language is more important than finding every item.
>
> Ask advanced students to begin analyzing their examples or find additional examples if they finish early.

After ample time for students to find many thoughtful examples, instruct them to return to their seats and explain that in the last column of Handout 9A, they should write analyses for how at least four of their examples affect the speech. Clarify, as needed, that if students choose the "unknown vocabulary" option, they should use their discoveries of the meanings of the words they identified and analyze how those words affect the speech.

Use a Think-Aloud to model analysis, using the allusion example from the Welcome task.

> How does the allusion to Abraham Lincoln signing the Emancipation Proclamation affect the speech's meaning? The allusion makes me think about what a major turning point that proclamation was after slavery. This introduces a key idea in the speech: the importance of progress toward freedom and equality. King said progress must still be made to achieve the freedom associated with the proclamation, which highlights the importance of King's message.

✔ Students write analyses for at least four of their examples using column three of Handout 9A.

**1 What literary terms can you use to describe the language in the quotation, and why? What idea does this language express?**

- *Kay uses figurative language. For example, it's not possible to literally give someone a handout of cynicism or defeat on a street corner.*
- *Kay uses a specific type of figurative language: metaphors. For example, she compares hatred to something you could slip under a door, like a piece of paper. This shows how easily hatred can spread.*
- *Kay uses sensory language. For example, she creates the image of the door.*
- *This language shows that pain and challenges are everywhere. Kay suggests that cynicism is so common it's like a handout offered on street corners. However, she suggests that her daughter shouldn't accept "handouts" of cynicism and defeat and that it is possible to remain optimistic—especially with the support of a parent.*

### GROUPING DESIGNATION

Describes the primary way students work in a particular lesson section—as individuals, in pairs or small groups, or as a whole group.

### ALTERNATE ACTIVITY SUGGESTIONS

Ideas for alternate activities, extensions, differentiation options, or scaffolds are set off by a small vertical bar at the left of the header. These suggestions allow for differentiation with student needs in mind.

### TEACHER VOICE EXAMPLES

*Wit & Wisdom* is not a scripted program. Occasionally, specific examples of what the teacher might say are given to

- provide an example of a thoughtful, instructive way of presenting information,
- suggest how much to say about a specific topic, or
- demonstrate possible content of what to say.

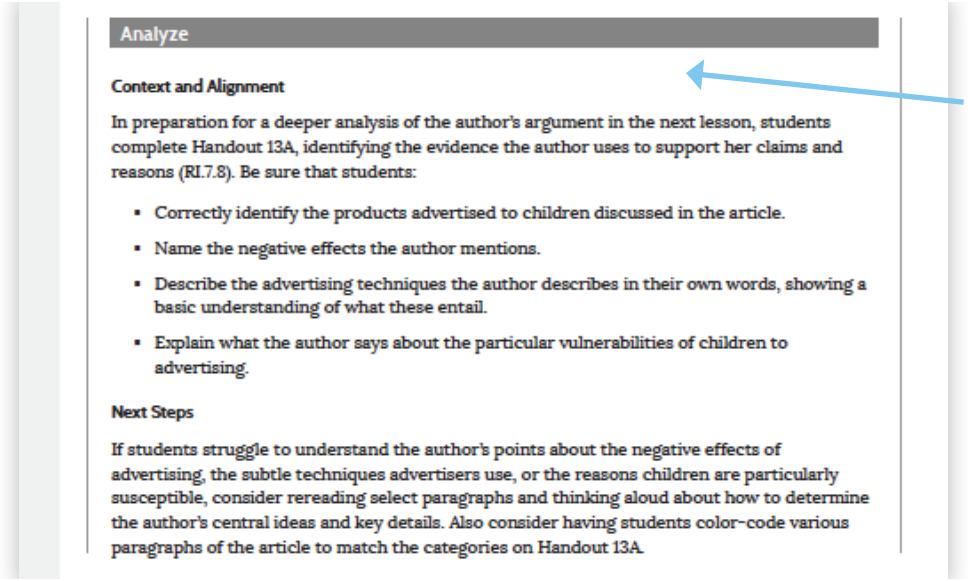
### STUDENT RESPONSES

While not exhaustive, these exemplar responses suggest the focus and scope of student understandings. If students seem to struggle with a question after ample wait time, consider

- offering one of the examples to spur additional thinking and/or
- asking students a question based on one of the examples. For instance, "Why does Kay refer to a door in this quotation?" or "What is an example of sensory language in this passage?"



Copyright © 2017 Great Minds®



**Analyze**

**Context and Alignment**

In preparation for a deeper analysis of the author's argument in the next lesson, students complete Handout 13A, identifying the evidence the author uses to support her claims and reasons (RI.7.8). Be sure that students:

- Correctly identify the products advertised to children discussed in the article.
- Name the negative effects the author mentions.
- Describe the advertising techniques the author describes in their own words, showing a basic understanding of what these entail.
- Explain what the author says about the particular vulnerabilities of children to advertising.

**Next Steps**

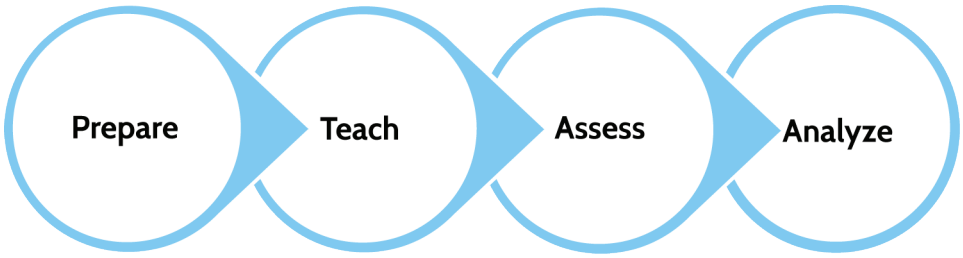
If students struggle to understand the author's points about the negative effects of advertising, the subtle techniques advertisers use, or the reasons children are particularly susceptible, consider rereading select paragraphs and thinking aloud about how to determine the author's central ideas and key details. Also consider having students color-code various paragraphs of the article to match the categories on Handout 13A.

### ANALYZE SECTION

At the end of each lesson, the Analyze section provides guidance for the lesson's essential CFU. Criteria for assessing a task and its standard(s) are presented, as well as actionable next steps for scaffolding learning when students struggle with particular tasks. Based on this analysis, teachers may consider providing additional lesson time to address needed skills. See the Planning Pause Points within Modules section in this chapter.

## LESSON PREPARATION

To successfully implement *Wit & Wisdom*, teachers take part in a familiar, four-part preparation process.




While each of these stages can be described separately, they overlap considerably in practice. For example, much assessment and analysis occurs during the teaching phase. Each stage involves the following teacher actions.



Copyright © 2017 Great Minds®

| Prepare | Teach | Assess | Analyze |
|---|---|---|---|
| Before teaching the module,<br>▪ reread the core texts,<br>▪ read the Module Overview, and<br>▪ make note of its key elements, such as the Essential Question, the EOM Task, and the focus standards.<br>Before teaching each lesson,<br>▪ reread the text(s);<br>▪ look at the Lesson's At a Glance page, noting the lesson's standards and learning goals;<br>▪ study the Prepare box information to determine the lesson's focus;<br>▪ read the lesson in depth, paying particular attention to the Content Framing Question and Learning Goals; and<br>▪ based on data and analysis, plan to adapt the lesson to students' needs, using alternate activity ideas from the lesson or your own ideas. | During teaching, adjust the lesson as needed, reflecting on these considerations:<br>▪ Student understanding<br>▪ Student engagement<br>▪ Individual student needs | Assess student understanding and performance during and after the lesson. Among other actions, be sure to do the following:<br>▪ Collect (or take anecdotal notes on) the lesson's CFUs.<br>▪ Collect other student work products from the lesson.<br>▪ Pay attention to whole-class conversations and circulate as students work in pairs or small groups to continually assess student understanding.<br>▪ Observe students' speaking and listening skills during lessons, and assess how those are progressing. | Analyze students' work and discussions to make future instructional decisions.<br>▪ Use information in the Analyze boxes to assess performance on the CFUs and plan next steps.<br>▪ Use rubrics or checklists to score written work and generate quantitative data.<br>Evaluate instruction.<br>▪ Revisit lesson preparation notes.<br>▪ Videotape the teaching, and then analyze the performance.<br>▪ Invite a colleague or administrator to observe the lesson and give feedback. |

## SAMPLE DAILY SCHEDULES

The ninety-minute *Wit & Wisdom* lesson represents the time needed for successful implementation of the program, including close reading of complex texts, working toward in-depth mastery of the CCSS, and building knowledge of a range of topics. The ninety-minute time does not include time dedicated to foundational literacy skills, Volume of Reading, differentiated small-group literacy, or strategic literacy intervention.

What follows are several sample schedules showing how schools might allocate time in the daily schedule so that teachers can implement *Wit & Wisdom* with integrity.



Copyright © 2017 Great Minds®

# Sample Schedules A

| Grades K–2 | |
|---|---|
| 90 min. | *Wit & Wisdom* English |
| 30 min. | Differentiated Volume of Reading and small-group literacy |
| 30 min. | Foundational literacy skills |
| 60 min. | Lunch and recess |
| 75 min. | Math |
| 45 min. | Science and history |
| 60 min. | Special subjects:<br>Art, music, physical education, and media (alternating) |
| 6 hrs., 30 min. | |

| Grades 3–5 | |
|---|---|
| 90 min. | *Wit & Wisdom* English |
| 40 min. | Differentiated Volume of Reading and small-group literacy |
| 60 min. | Lunch and recess |
| 90 min. | Math |
| 50 min. | Science and history |
| 60 min. | Special subjects:<br>Art, music, physical education, and media (alternating) |
| 6 hrs., 30 min. | |

| Grades 6–8 | |
|---|---|
| 90 min. | *Wit & Wisdom* English |
| 60 min. | Math |
| 45 min. | Lunch and recess |
| 60 min. | Science |
| 60 min. | History |
| 60 min. | Special subjects:<br>Art, music, physical education, and media (alternating) |
| 15 min. | Study hall (could be used for Volume of Reading) |
| 6 hrs., 30 min. | |



Copyright © 2017 Great Minds®

# Sample Schedules B

| **Grades K–2** | |
|---|---|
| 75 min. | *Wit & Wisdom* English (core lesson) |
| 30–45 min. | Differentiated Volume of Reading and small-group literacy |
| 30 min. | Foundational literacy skills |
| 15 min. | *Wit & Wisdom* English (Deep Dive) |
| 60 min. | Lunch and recess |
| 60 min. | Math |
| 30 min. | Kindergarten: Play-based Knowledge Centers<br>Grades 1–2: Science and history (alternating) |
| 60 min. | Special subjects:<br>Art, music, physical education, science lab, and social studies media lab (alternating) |
| 6 hrs. –6 hrs., 15 min. | |

| **Grades 3–5** | |
|---|---|
| 90 min. | *Wit & Wisdom* English |
| 45–60 min. | Differentiated Volume of Reading and small-group literacy |
| 60 min. | Lunch and recess |
| 60 min. | Math |
| 45 min. | Science and history (alternating) |
| 60 min. | Special subjects:<br>art, music, physical education, science lab, and social studies media lab (alternating) |
| 6 hrs.–6 hrs., 15 min. | |



Copyright © 2017 Great Minds®

| Grades 6–8 | |
|---|---|
| 75 min. | *Wit & Wisdom* (core lesson) |
| 75 min. | Math |
| 45 min. | Lunch and recess |
| 45–50 min. | Science |
| 45–50 min. | History |
| 45–50 min. | Special subjects:<br>art, music, physical education, and media |
| 30 min. | Deep Dive and Volume of Reading |
| 6 hrs.–6 hrs., 15 min. | |

## MAPPING A YEAR OF *WIT & WISDOM*

*Wit & Wisdom* Modules 0–4 include approximately 150 lessons, allowing schools to accommodate mandates such as school-wide events or standardized tests. A curriculum with approximately 145 days of instruction helps schools tailor the curriculum to specific opportunities, resources, and needs, leaving a measure of flexible time between or within modules.

For the best student experience, modules should be scheduled around longer vacation periods or extended stretches of intense assessment time that could interrupt the flow of module learning.

### Using Time between Modules

The time between modules can provide opportunities to extend learning, through activities such as the following:

- Short studies of favorite texts related to module topics or other important topics (See Great Mind's Wheatley Portfolio for seventy-six thematic units that provide additional text-based practice of the standards.)
- Research projects to apply skills and build knowledge
- Field trips that connect to module topics and build community connections



Copyright © 2017 Great Minds®

## Planning Pause Points within Modules

In addition to time between modules, *Wit & Wisdom* can accommodate extra time within modules for teachers to respond to specific student needs. Teachers can consider building in strategic Pause Points, which are days for re-teaching, scaffolding, or extending lessons. Based on students' strengths, needs, and interests, teachers might use Pause Points to do the following:

- Complete lessons that require more time
- Reteach or provide additional support for content or skills that students need to practice (See the Analyze Section at the end of each core lesson for ideas for additional support.)
- Connect content to current events or opportunities that arise in the community
- Review vocabulary terms that are essential to understanding the module content
- Boost fluency through Readers' Theater performances, student-led declamations, or poetry slams
- Provide more time and support for complex writing assignments
- Increase the Volume of Reading on the topic of study by reading and discussing additional texts
- Explore extension activities, texts, or videos suggested in the module
- Complete student-led research projects that capitalize on students' interests

## Sample Annual Calendar

**Quarter 1**

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **Week 1** | School and Class Culture Building | | | | |
| **Week 2** | *Wit & Wisdom* Module 0 Lessons | | | | |
| **Week 3** | Holiday | Module 1 Lessons 1–8 | | | |
| **Week 4** | | | | | Pause Point |
| **Week 5** | Module 1 Lessons 9–13 | | | | |
| **Week 6** | Pause Point | Module 1 Lessons 14–19 | | | |
| **Week 7** | | | Pause Point | Module 1 Lessons 20–21 | |
| **Week 8** | Holiday and Parent Conferences | | Module 1 Lessons 22–28 | | |
| **Week 9** | | | | | Pause Point |
| **Week 10** | Module 1 Lessons 29–32 | | | | Publish EOM Tasks |



Copyright © 2017 Great Minds®

## Quarter 2

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **Week 11** | Teacher Choice Text Study | | | | |
| **Week 12** | Module 2 Lessons 1–9 | | | | |
| **Week 13** | | | | Holiday | |
| **Week 14** | Pause Point | Module 2 Lessons 10–18 | | | |
| **Week 15** | | | | | |
| **Week 16** | Pause Point | Module 2 Lessons 19–24 | | | |
| **Week 17** | | | Holiday Party | Winter Break | |
| **Week 18** | | | | | |
| **Week 19** | Module 2 Lessons 25–29 | | | | |
| **Week 20** | Pause Point | Module 2 Lessons 30–32 | | | Publish EOM Tasks |

## Quarter 3

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **Week 21** | Holiday | Student-Led Research Projects | | | |
| **Week 22** | Module 3 Lessons 1–6 | | | | |
| **Week 23** | | Pause Point | Module 3 Lessons 7–13 | | |
| **Week 24** | | | | | Pause Point |
| **Week 25** | Holiday | Module 3 Lessons 14–21 | | | |
| **Week 26** | | | | | Pause Point |
| **Week 27** | Module 3 Lessons 22–28 | | | | |
| **Week 28** | | | Overnight Field Trip | | Spring Break |
| **Week 29** | | | | | |
| **Week 30** | Module 3 Lessons 29–35 | | | | |
| **Week 31** | | | Publish EOM Tasks | Assessment Review | |



Copyright © 2017 Great Minds®

**Quarter 4**

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|---|
| **Week 32** | Standardized Assessments | | | | |
| **Week 33** | | | Module 4 Lessons 1–3 | | |
| **Week 34** | Pause Point | Module 4 Lessons 4–9 | | | |
| **Week 35** | | | Pause Point | Module 4 Lessons 10–16 | |
| **Week 36** | | | | | |
| **Week 37** | Pause Point | Module 4 Lessons 17–22 | | | |
| **Week 38** | | | Pause Point | Module 4 Lessons 23–27 | |
| **Week 39** | Holiday | | | | Pause Point |
| **Week 40** | Module 4 Lessons 28–34 | | | | |
| **Week 41** | | | Publish EOM Tasks | Parent Conferences/Celebration | |

**Total: 180 instructional days**

## SETTING UP A *WIT & WISDOM* CLASSROOM

*Wit & Wisdom* is designed to foster a classroom culture of knowledge-building and active student engagement.

Room setup can promote such a culture and engagement with, for example, desks arranged to accommodate flexible working arrangements (individuals, pairs, groups), a designated whole-group meeting area in early grades, and strategic displays of anchor charts and student work.

Students and teachers also need easy access to key tools that support their work with *Wit & Wisdom*. In addition to the texts and student handouts, the following resources support success with *Wit & Wisdom* modules.

### Student Journals

Students maintain a Response Journal, a Vocabulary Journal, and a Knowledge Journal. Teachers choose the format that works best for their classrooms: a three-part spiral notebook, an individual composition book for each journal, a binder with three tabs (one for each journal), or another option of the teacher's design. Formats will vary; teachers create a format that distinguishes the three journals and optimizes usability for their students and themselves.

- **Response Journal:** A frequently-used resource, the Response Journal provides one place for students to document their thinking during core lessons and Deep Dives, including lists of brainstormed ideas, responses to questions and prompts, and reflections on texts or classroom discussions. In this journal, students "write to learn" and "learn to write." Inclusive in nature, the Response Journal records the wide range and various stages of thinking instrumental to academic success.



Copyright © 2017 Great Minds®

- **Vocabulary Journal:** A dedicated journal for students' vocabulary-related work, the Vocabulary Journal reinforces the importance of vocabulary to knowledge- and skill-building. In this journal, students engage in activities such as making connections among words, applying their understanding of a word, or recording definitions of key words.
- **Knowledge Journal:** Reserved for use in "Know" lessons, the Knowledge Journal invites students to reflect on, synthesize, and extend the knowledge they have developed—as a group and individually—over a stretch of time. Although it is used sparingly in each module (rather than daily), the Knowledge Journal captures students' thinking at key intervals, requiring students to process and analyze what they have learned. Students apply, stretch, and connect ideas and themes throughout the whole year.
  - For Grades K–2, the Knowledge Journal consists of two sections: Knowledge of the World ("What I Know") and Knowledge of Skills ("What I Can Do").
  - For Grades 3–8, there are four sections: Knowledge of the World, Knowledge of Ideas, Knowledge of Skills, and Reflections.
    - Knowledge of the World: Students articulate and synthesize knowledge about pertinent topics. As students realize they are building world knowledge, they apply this background knowledge to the reading of the next text and to wide reading in other academic situations.
    - Knowledge of Ideas: *Wit & Wisdom* values inquiry-based learning about the big ideas that inform our experiences and understandings of culture, history, and identity. As students realize they are building idea knowledge, they notice how these big ideas (like justice or agency) surface and resurface, and apply their knowledge to articulate differences and express an increasingly deeper understanding of the idea.
    - Knowledge of Skills: Recording skill knowledge ensures that students are learning standards and applying that knowledge in subsequent modules. Skill review and application to a new text teaches students that we intend for them to use what we teach them for life, not just for one module.
    - Reflections: This section allows for uncategorized thinking, encouraging students to explore connections and extend their thinking.
  - Knowledge Journal activities vary, but share an emphasis on open-ended inquiry. Sample questions include the following:
    - "What are the three most important things you've learned from this text?"
    - "What difference does it make that *The Crossover* is written as a novel-in-verse?"
    - "If we were continuing our study of this module topic, what would you examine next? Why?"
  - Knowledge Journal prompts are never part of an assessment. The goal of the Knowledge Journal is for students to use writing (and drawing) to process and learn, to come to understand what they know. They are designed so that students' thinking is not inhibited by the prospect of an assessment.
  - Students often reference their Knowledge Journals in "Wonder" lessons. They apply—and extend—previous learning and begin to notice what they never noticed before.
  - With increasing independence, students reflect on important ideas they learned, world knowledge that is important for background knowledge, and skills that help them see new things in a text.



Copyright © 2017 Great Minds®

## Projection Device

Lessons often call for teachers to display art, writing models, and other visuals. Ideally, classrooms will be equipped with a projector, interactive whiteboard, or other presentation tool.

## Student Access to Technology

To meet the expectations of the standards, students must use technology and will need access to a computer lab or personal devices.

## Materials for Collaborative and Individual Student Use

Each lesson uses specific materials particular to that lesson, which are identified in the Materials list on the At A Glance page of each lesson. (For an example of an At a Glance page, see the Lesson Features section.) Modules often require materials specific to their content and knowledge puzzles, like the following examples:

- In Grade 1, Module 1: A *World of Books*, students use a large world map to track how other children around the world get books.
- In Grade 4, Module 1: A *Great Heart*, students use modeling clay and straws to help connect what they have read about the human heart to what they observe about their own pulses.

For more specific information, see Suggested Materials Lists for Modules 1 and 2 in the "Resources" chapter.

# SHARING *WIT & WISDOM* WITH FAMILIES

Research demonstrates that students are most successful when parents and caregivers are meaningfully engaged with their child's school and curricula. *Wit & Wisdom* supports engagement with families by providing Parent Tip Sheets for each module. The Parent Tip Sheets provide families with the following:

- An overview of what students will learn in the module
- The core texts students will read
- The Essential Question and Focusing Questions guiding each module
- A list of books families can read together at home
- Questions families can discuss with students at home
- Ideas for what families can do together to explore the module's content at home

An example of a Parent Tip Sheet can be found in the "Resources" chapter. Parent Tip Sheets for each module can be accessed through the Great Minds website. Additionally, Parent Tip Sheets for Modules 2–4 are located in the Student Edition of each module.



Copyright © 2017 Great Minds®

In addition to these Tip Sheets, *Wit & Wisdom* teachers can engage families by doing the following:

- Sharing information about *Wit & Wisdom* with families at Back-to-School and Open House nights
- Frequently displaying *Wit & Wisdom* student work
- Sharing student work or anecdotes from *Wit & Wisdom* lessons through newsletters or on classroom websites
- Inviting family members to observe a *Wit & Wisdom* lesson in action



Copyright © 2017 Great Minds®

# GOING DEEPER: UNDERSTANDING THE *WIT & WISDOM* APPROACH

To support educators' development of a deep and nuanced understanding of the *Wit & Wisdom* approach and implementation with integrity, this chapter provides more detailed information about key components of the learning design.

The chapter begins with a focus on *Wit & Wisdom*'s four Core Practices, which are used within and across modules to help students learn how to read and communicate their understanding about complex texts.

Following the Core Practice description, discrete sections explain, in detail, *Wit & Wisdom*'s approach to assessment, reading, writing, speaking and listening, vocabulary, fluency, visual art, and foundational skills. When applicable, these sections also explain how the approach represents what research has shown to be best practice. Sections also depict the approach in action, often including illustrative examples from sample lessons. Sections then outline how *Wit & Wisdom* meets the demands of the standards. Each section concludes with information on how the approach leads to students' developing transferable skills they can apply in future academic and career endeavors.

## CORE PRACTICES

Within and across modules, *Wit & Wisdom* features four key practices—questioning, annotating, summarizing, and collecting evidence—to help students learn how to read a complex text and communicate their understanding of texts.

Each practice is task-specific, easy to implement, and experienced in a progression of gradual release. Within each grade, teachers guide and support students with each practice, increasing complexity and independence and gradually transferring responsibility from teacher to students. The gradual release of the Core Practices occurs within individual modules as well as across modules throughout the year.

Specific Core Practices often appear in conjunction with a particular Content Stage. For instance, students practice **questioning** during the Wonder stage, as students generate their own questions about a text. **Summary** occurs during the Organize stage, when students focus on demonstrating literal comprehension of a text. In addition, Core Practices can appear, with a range of complexity, in conjunction with several stages. For example, students use annotation to note observations and unknown words during the Wonder stage and also to highlight text evidence essential for a summary in the Organize stage. And, students employ annotation during the Reveal stage to indicate specific textual elements, such as types of figurative language, or shifts in point of view.



Copyright © 2017 Great Minds®

This chart provides descriptions of each Core Practice and its value.

| Core Practice Description | Progression of Practice | Value |
|---|---|---|
| **Questioning**<br><br>Students monitor their understanding of the text by recording questions they have about it. | During their first encounter with a text, students record questions they have about it. When students return to the text, they continue to monitor their understanding, recording any additional questions that arise while also looking for answers to their initial questions. After the first stage of reading, students share, and when possible, answer these text-based questions, or problem-solve about how to answer the questions. For instance, students may return to the text, consult a reference source, or conduct research. | **For Students**<br><br>When readers ask themselves (or others) questions during the first few readings of a text, they are able to<br><br>▪ maintain engagement with and focus on the text while reading and<br><br>▪ monitor their comprehension of what they are reading.<br><br>**For Teachers**<br><br>Examining students' questions serves as a valuable formative assessment tool as the questions students ask indicate their understanding of the text and learning from previous modules. |
| **Annotating**<br><br>While independently reading a text or section of text, students make notes with common annotation symbols and/or marginal notes.<br><br>For a sample Annotation Chart, see the "Resources" chapter. | Annotation during the first read aims to develop the habit of monitoring understanding of a text as students read. In subsequent reads, annotation focuses readers on deeper understanding, such as distinguishing among purpose, claim, and conclusion; noticing authors' crafting of literary elements or text features; and/or supporting learning goals relevant to the text (e.g., character analysis, influence of setting). | **For Students**<br><br>Annotation encourages active reading, inviting students to engage in a dialogue with the text while reading.<br><br>**For Teachers**<br><br>Annotations serve as indicators of students' understanding of the text and learning from previous modules. |



Copyright © 2017 Great Minds®

| | | |
|---|---|---|
| **Summarizing**<br><br>Students summarize texts, or sections of longer texts, and reflect as they summarize to determine the main topic/idea or central idea of what they are reading. | While many strategies encourage summarization, the use of visuals and manipulatives (objects that can be used in a hands-on manner) from Grades K–8 support all learners, particularly visual and kinesthetic learners. Students may begin practice working with graphic organizers. The goal is for students to achieve independence, ultimately no longer needing the structured organizer to summarize text and distinguish main ideas/themes/plot points from details. | **For Students**<br><br>Summarizing a text, or portion of text, after reading helps readers to<br>▪ think about texts more deeply, at the word and sentence level, and the text as a whole;<br>▪ identify main and central ideas and key and supporting details;<br>▪ distinguish between more relevant and less relevant details; and<br>▪ check their comprehension of what they have read.<br>▪ To summarize, a reader must make determinations about the following:<br>▪ The main or central ideas (in informational texts) and plot points and/or themes (in literary texts)<br>▪ The key ideas versus details<br>▪ Relevance<br><br>**For Teachers**<br><br>Student summaries are valuable assessment tools, providing insights into students' understanding of texts, their ability to distinguish important versus unimportant details, and their comprehension of the central message or theme of a text. |
| **Collecting Evidence**<br><br>The purposeful collecting of evidence serves as the bridge from reading to writing. Students collect evidence during reading when they question and annotate. The Core Practice formalizes the process, pinpointing the period when students collect evidence in response to a specific prompt, task, or question. | Students excavate the text (or multiple texts) to respond in depth to any question or purpose requiring a complex analysis and synthesis of multiple pieces of evidence (from the same text or multiple texts).<br><br>To gain practice, students collect evidence as a class, in small groups, or in pairs. Ultimately, students work individually with their own graphic organizers or their own note-taking or annotation systems to collect and record evidence prior to expressing their understandings through writing or speaking. | **For Students**<br><br>Collecting evidence, grounding written and oral responses with textual evidence, answering text-dependent questions, and writing to sources have all been an emphasis of ELA instruction. The CCSS have increased this focus even more. To meet rigorous new standards, students must identify, evaluate, and cite textual evidence.<br><br>**For Teachers**<br><br>Students' purposeful and strategic selection of textual evidence provides insight into students' understanding of a task and a text and their ability to synthesize and contextualize evidence in writing or speaking. |



Copyright © 2017 Great Minds®

# ASSESSMENT

## The *Wit & Wisdom* Approach to Assessment

*Wit & Wisdom* grounds its assessments in five main principles:

- Assessment can be a powerful tool to **drive student learning.**
- Assessments should form a **coherent narrative** reflecting the knowledge and skills students will build throughout a module.
- The most powerful type of assessment is the **content-based performance task**. Tasks should consist of work worth doing, reflecting best instruction.
- **Self-assessment empowers** students to understand and improve their learning.
- In Grades 2–8, brief, frequent, **low-stakes selected-response items** (including multiple choice) give teachers important, timely feedback on students' reading comprehension and critical thinking.

There are five types of assessments in *Wit & Wisdom*.

| Assessment | Frequency | Type | What Does It Assess? |
|---|---|---|---|
| Check for Understanding | 1+ per lesson | Formative | Lesson-level learning goal(s) |
| Focusing Question Task | 3–6 per module | Formative or summative | Module learning goals for knowledge, reading, writing, speaking, and/or language |
| New-Read Assessment | 2–3 per module | Formative or summative | Transfer of reading and/or language module learning goals to a new text or a portion of text focused on a topic that has been introduced |
| Socratic Seminar | 2–3 per module | Formative or summative | Module learning goals for knowledge, speaking, and language |
| End-of-Module Task | 1 per module | Summative | Module learning goals for knowledge, reading, writing, speaking, and/or language |



Copyright © 2017 Great Minds®

## Assessment in Action

*Wit & Wisdom* lessons include

- frequent, varied assessments and other tasks that provide evidence of how deeply students understand what they are learning;
- frequent opportunities for self-assessment (often in the Land section of a lesson), using such tools as checklists, rubrics, goal-setting, and self-reflective journal prompts;
- Analyze sections that provide educative information about assessing student learning—what teachers should look for in lesson assessments and how to act upon the results; and
- standards-based rubrics for text-based writing, language, and speaking and listening.

The following chart provides examples of the assessments at various grade levels.

| Assessment | Examples | Standards Assessed |
|---|---|---|
| **Check for Understanding** | **Grade K, Module 1, Lesson 19**<br>Students listen closely to the text on that page spread and make drawings to reflect the text. Reread as needed. Give students five minutes to create their interpretation from the text on pages 9–10. | RL.K.1, RL.K.6, RL.K.7 |
| | **Grade 3, Module 3, Lesson 12**<br>(This CFU occurs after students complete a graphic organizer about the two texts.)Students use one color to highlight similarities between *Grandfather's Journey* and *Tea with Milk.* Students use the other color to highlight differences between *Grandfather's Journey* and *Tea with Milk*. | RL.3.2, RL.3.3, RL.3.9, W.3.8 |
| | **Grade 6, Module 2, Lesson 22**<br>Students complete a Quick Write in response to the following: "Choose one of the illustrations analyzed in the Chalk Talk. Explain how analyzing Packer's use of art elements helped you better understand Penelope's character." | RL.6.1, W.6.10 |
| **Focusing Question Task** | **Grade 2, Module 1, Focusing Question Task 4**<br>Write an informative paragraph explaining the impact of fall weather on leaves. | RI.2.2, W.2.2, L.2.1.f |
| | **Grade 7, Module 4, Focusing Task 2**<br>Deliver a five-minute presentation explaining an effect of the crisis, using examples from one or both core texts. | RI.7.1, RI.7.3, SL.7.4, SL.7.5, SL.7.6 |



Copyright © 2017 Great Minds®

| | | |
|---|---|---|
| **New-Read Assessment** | **Grade 5, Module 3, New-Read Assessment 1**<br><br>Text: *The Boys' War: Confederate and Union Soldiers Talk About the Civil War*, Jim Murphy<br><br>Part A<br><br>What point does the author make about drummer boys in this excerpt?<br><br>a. Drummer boys will always be an important part of war.<br><br>b. As war techniques changed, so did the need for drummer boys.<br><br>c. Soldiers needed drummer boys in order to hear commands.<br><br>d. Drummer boys caused too many problems during the Civil War, so armies stopped using them in later wars.<br><br>Part B<br><br>Which evidence from the text supports your answer to Part A? Select two.<br><br>a. "The Civil War would be the last time drummer boys would be used in battle" (Murphy 41).<br><br>b. "The roar of big cannons and mortars, the rapid firing of thousands of rifles, and the shouts of tens of thousands of men made hearing a drumbeat difficult" (Murphy 41–43).<br><br>c. "Instead, smaller, fast-moving units and trench warfare, neither of which required drummers, became popular" (Murphy 43).<br><br>d. "Even as their role in the fighting was changing, Civil War drummers stayed at their positions signaling orders to the troops" (Murphy 43).<br><br>e. "Hundreds were killed and thousands more wounded" (Murphy 43). | RI.5.1, RI.5.3, RI.5.8 |
| **Socratic Seminar** | **Grade 1, Module 3, Lesson 29**<br>Is science or magic more important to William?<br><br>**Grade 2, Module 3, Lesson 13**<br>Why were Martin Luther King, Jr.'s words powerful?<br><br>**Grade 4, Module 3, Lesson 15**<br>Participate in a Town Meeting to share your opinion as a colonist in *Colonial Voices* about whether or not you support dumping the English tea in Boston Harbor as protest for the tax placed on the tea by King George and Parliament.<br><br>**Grade 6, Module 3, Lesson 32**<br>Did the Jamestown settlement fail? Why or why not?<br><br>**Grade 8, Module 3, Lesson 32**<br>Is love real? | SL.1.1.c, SL.1.3<br><br>RI.2.1, SL.2.1.c, SL.2.3, SL.2.6<br><br>RL.4.2, RL.4.6, RI.4.3, SL.4.1.a, SL.4.1.c, SL.4.3, SL.4.4<br><br>RI.6.1, RL.6.1, W.6.10, SL.6.1, SL.6.2, SL.6.4, SL.6.6<br><br>RL.8.1, RL.8.2, SL.8.1, SL.8.3, SL.8.6 |



Copyright © 2017 Great Minds®

| | | |
|---|---|---|
| **End-of-Module Task** | **Kindergarten, Module 4**<br>Part 1: Use knowledge of various text types to sort each module text into one of the following categories: informational text or storybook.<br>Part 2: Choosing from among one of the following continents–Asia, Africa, Antarctica, Europe, Australia, or South America–create a travel brochure to explain why someone should visit that continent.<br><br>**Grade 8, Module 1**<br>Write a portfolio of three poems that demonstrate an understanding of ideas of the power of stories, the effects of descriptive and sensory language, narrative arc, and the relationship between content and structure. Write a cover letter explaining the story, the relationship between form and content, and an understanding of the power of storytelling. Then perform the poetry portfolio for an audience, with attention to poetic expression. | RL.K.5, RI.K.1, W.K.1, W.K.8, L.K.1.f, L.K.2.a<br><br>RL.8.2, RI.8.2, W.8.3, W.8.4, W.8.5, SL.8.4, SL.8.5, SL.8.6, L.8.1.c, L.8.2.a, L.8.4, L.8.5.a, L.8.6 |

## Achieving the Standards

Lessons list aligned standards for each assessment. Major assessments (Focusing Question Tasks, New-Read Assessments, Socratic Seminars, and EOM Tasks) primarily assess module focus standards. Occasionally they also assess supporting standards. By the end of the module, students have at least one opportunity to demonstrate mastery of each focus standard on a major assessment. Major assessments may assess some standards multiple times so that teachers can assess growth.

## The Impact of Assessment

Whether in college or career, students will frequently be held accountable for what they know and what they can do. Forms of assessment that are typically limited to the classroom, like multiple choice, can be helpful in giving teachers quick feedback on student learning. But the best assessments mirror the work students will do in college and their careers, allowing them to perform their learning in authentic contexts. Focusing Question Tasks, Socratic Seminars, and EOM Tasks are designed to elicit that kind of performance, giving students an opportunity to show what they can do by applying their learning to solving academic, intellectual, and real-world problems.

# READING

## The *Wit & Wisdom* Approach to Teaching Reading

*Wit & Wisdom*'s rigorous and joyful text-based approach to reading instruction creates skilled readers who love to read. Through inquiry-based engagement, students build their comprehension and deepen their analysis of texts.

*Wit & Wisdom* reading lessons

- are precisely and deliberately crafted to ensure rigor, lead to authentic work arising from the texts, and create coherence across a module;
- require that learners do the cognitive work;



Copyright © 2017 Great Minds®

- are structured within and across lessons to guide purposeful engagement during each Content Stage of a text, thus enabling deeper understanding of the text; and
- are sequenced across the module to cultivate content connections and skill development among multiple texts.

Each lesson begins and ends with a Content Framing Question that provides an umbrella for the text-dependent tasks and text-dependent questions (TDQs) in the lesson. Framing each lesson with familiar questions helps students build the habits of mind they need to become independent close readers.

The discussions, text-dependent tasks, and TDQs within each Content Stage serve a distinct purpose, illuminating key close reading habits.

- **Wonder**: Students generate their own observations and questions, forming an initial impression of the text.
- **Organize**: Readers get the gist of the text by sorting out characters, settings, and plot for literary texts; or speaker, audience, main ideas, and purpose for informational texts. TDQs and tasks in this stage focus on specific and challenging areas (e.g., domain-specific vocabulary, syntax, and background information) that are crucial to understanding the text and set the stage for deeper interpretation and analysis.
- **Reveal**: Readers focus intently on different and unique aspects of the text, such as language choice, literary devices, or structure, and analyze how each element affects meaning.
- **Distill**: Students express the central ideas or themes of the text and determine how key aspects of the text support these ideas and themes.
- **Know**: Students articulate how a text builds their knowledge, and expand their knowledge by connecting the text to other texts and topics of study.

For more on the Content Stages, see the Content-Craft-Create Framework section in the "Getting Started" chapter.



Copyright © 2017 Great Minds®

## Reading Instruction in Action

*Wit & Wisdom* lessons execute this learning approach through

- an average of fifty-five minutes or more of reading instruction per lesson.
- carefully constructed TDQs and text-dependent tasks that require students to return to and reread texts for authentic and engaging purposes, ultimately leading to deeper understanding and analysis. The following two examples—the first from Lesson 2 of Grade 2, Module 1, and the second from Lesson 8 of Grade 8, Module 1—illustrate the power of this combination of joy and rigor:

**4 Reread lines 1–4. What would the rain sound like? Which words make you think this? (If needed, define *flick* as a "sharp, light snap or blow," and *windowpane* as "a sheet of glass that fills a frame in a window.")**

- *The rain would sound like little drops on the window.*
- *It would not be very loud.*
- *I know this because of the words* dot *and* spotting. *A dot is a small spot, like a teeny-tiny raindrop. A teeny-tiny raindrop wouldn't make very much noise.*
- *The words* freckle *and* speck *also mean tiny dots, so they would be small dots of rain.*

Lightly tap your fingertips on a hard surface to make the sound of quiet raindrops. Then invite students to make the sound of rain spotting a windowpane.

Students add responses to TDQ 2 to the Beginning section of Handout 2B.

**5 Reread lines 5–6. What would the rain sound like at this point? Which words make you think this? (If needed, define *clatter* as "a continuous rattling sound," and *rumble* as a "low, heavy, rolling sound.")**

- *The rain would sound louder because the words* clatter *and* rumble *are words that describe loud sounds.*
- *The clatter might be the sound of the cat knocking something over outside.*
- *Rumble is probably the sound of the thunder.*

Drum the palms of your hands on a hard surface to make the sound of thunder rumbling. Intermittently clap your hands to make the sounds of the rainstorm. While you read aloud lines 1–6 of the poem, tell students to use their fingers and hands to make the sounds of the rain and thunder.

Students jot responses to TDQ 3 in the End section of Handout 2B.

### ANALYZE AND WRITE ABOUT "DEAR JORDAN" 25 MIN.

#### Pairs

**Direct students to the poem "Dear Jordan" (159).**

**Remind students of their discussion in Lesson 1 about how the way a poem is written on the page tells you how to read it.**

**Ask: "How does the way this poem is written on the page help you understand how to read it?"**

**Guide students to see that this poem can be read in two different ways, vertically and horizontally.**

**Partners read aloud "Dear Jordan," with one student reading the poem vertically, and the other reading it horizontally, modeling strong fluency practices.**

**Ask: "How does the structure of "Dear Jordan" contribute to the poem's meaning?"**

- *The poem has two structures, one going horizontally and the other vertically, and they create two separate stories.*
- *Josh and Jordan are twins. At the beginning of the book, they were different but connected. This structure shows a change or split in their relationship.*
- *The physical structure of splitting the poem into two columns shows the physical split between the brothers.*
- *The structure allows for two different ways of reading. It could represent Josh's and Jordan's two different perspectives.*



Copyright © 2017 Great Minds®

- multiple and varied opportunities to reflect on and discuss texts—individually, with a partner or small group, or in the whole group. This allows for increased engagement, giving the time to develop thinking and deepen understanding through the exchange of ideas, as in this lesson from Grade 2, Module 3:

> Display *Separate is Never Equal* and remind students that in the previous lesson they examined and wondered about the rich illustrations. Have students Think-Pair-Share, and ask: "What is something you noticed and wondered about the illustrations in *Separate is Never Equal*?"

- a variety of ways to explore text meaning and demonstrate understanding of texts—such as Response Journal entries, writing in a variety of genres, Graffiti Walls, Tableaux, or Chalk Talks like the one in this lesson from Grade 4, Module 2:

> **TEACHER NOTE** | Prepare the Chalk Talk charts ahead of class by writing one question from the set below at the top of each chart.
>
> Students read the poem another time. This time, they mark the poem where they can identify the speaker's thoughts. Give students a couple of minutes to do this while you hang the charts around the room.

> Next, explain to students that they will participate in a Chalk Talk to discuss the setting, mood, and theme of the poem.
>
> Point out the chart paper with the Chalk Talk questions around the room. Divide students into small groups to rotate through the different TDQs. Each student should have one marker. They should spend about two minutes at each question. Remind students that in a Chalk Talk, their marker does the talking. They can build on each other's responses.
>
> Question 1: What is happening in the poem?

- frequent reading assessments, including daily CFUs, New-Read Assessments, Focusing Question Tasks, and EOM Tasks.
- support for the important practice of Volume of Reading, students' independent and self-selected reading of a volume and range of texts to build knowledge and vocabulary. For more on *Wit & Wisdom*'s support of this practice, see Volume of Reading Guidance in the "Resources" chapter.



Copyright © 2017 Great Minds®

## Achieving the Standards

The chart below shows typical standards that the lessons address at each Content Stage.

| Stage | Typical Standards |
|---|---|
| Wonder | R.1, R.4 (determine word meaning) |
| Organize | R.2 (summarize key ideas and details), R.5 |
| Reveal | R.3, R.4 (analyze word choice), R.5, R.6, R.7, and/or R.8 |
| Distill | R.2 (interpret central ideas or themes) |
| Know | R.9 |

## The Impact of Reading Instruction

Through close reading of complex texts, students come to understand the elements of great writing, recognizing that each element of a text contributes to its richness and cohesion. When students expect to understand a text deeply, they persevere through confusion, reading and rereading until they have unlocked the layers of meaning in the text (Boyles 4–7; Jones et al. 4–5). Practicing close reading in the classroom builds the mental muscles needed for deep comprehension during independent reading—which is the ultimate goal. These habits of mind will serve students well as they encounter challenging texts in K–12 assessments, in college, at work, and throughout their daily adult lives (ACT 16–17; NGA and CCSSO 2–4; PARCC).

# WRITING

## The *Wit & Wisdom* Approach to Teaching Writing

*Wit & Wisdom* students learn to write and write to learn about complex texts. Writing builds on a foundation of content knowledge developed through the close reading of texts about important topics. All writing is text-based or text-inspired. Through narrative, opinion/argument, and informative writing, students build and express understanding within and across texts.

Through explicit learning-to-write instruction, teachers gradually release responsibility for a specific writing strategy through a series of lessons. One or more of the following Craft Stages shapes each lesson.



Copyright © 2017 Great Minds®

| | |
|---|---|
| Supported<br>gradual release of a strategy<br>Independent | **Examine:** Students analyze how an exemplar models one or more writing strategies. The exemplar can come from authentic texts, class collaborative writing, or a module resource. |
| | **Experiment:** Students practice applying a target strategy. Scaffolded tasks provide significant support by limiting the volume of writing, providing parts of a writing piece, or focusing on a relatively simple topic. |
| | **Execute:** Students plan or draft a full writing piece, paying particular attention to applying the target strategy to support the purpose of the task. |
| | **Excel:** Students revise, edit, and respond to feedback on the pieces they drafted in the Execute stage, focusing on the target strategy. They reflect on their use of the strategy to refine their thinking about its use in current and future writing. |

## Writing Instruction in Action

*Wit & Wisdom* lessons include

- an average of twenty or more minutes of writing per lesson.
- explicit **learning-to-write** instruction on transferable strategies for effective writing, as in this excerpt from Lesson 11 of Grade 2, Module 4, in which students begin to learn strategies for opinion writing:

Remind students of their learning about opinion statements in the previous lesson. Ask, "What makes a sentence an opinion statement?" Volunteers respond.

- *An opinion statement tells what someone thinks about a person or thing.*
- *It tells how someone thinks or feels.*
- *If it is just a fact, it is not an opinion statement.*

As needed, review what makes an *opinion statement*. Remind students that in the previous lesson, they stated their opinion about the best soup to eat. Have students Whisper Share this opinion to a partner.

Explain to students that when they make an opinion statement, it is important to be able to express why they think or feel that way. It is important to offer a reason.

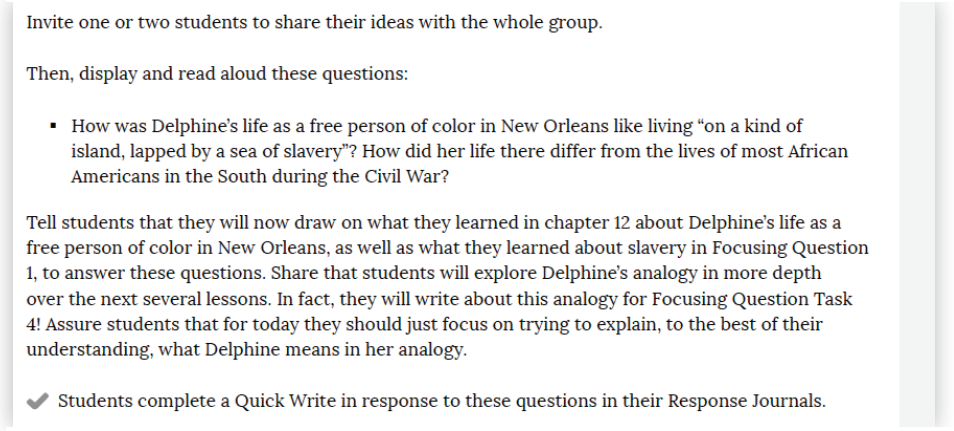
Ask students to turn back to their partner and name one reason that supports their opinion about the best soup. Model for students by Thinking Aloud. For example:

**My favorite soup is chicken noodle. I think this because it has the best-tasting broth.**



Copyright © 2017 Great Minds®

- routine writing-to-learn opportunities in which students write informally and formally to explore complex texts, as in Lesson 30 of Grade 5, Module 3



Invite one or two students to share their ideas with the whole group.

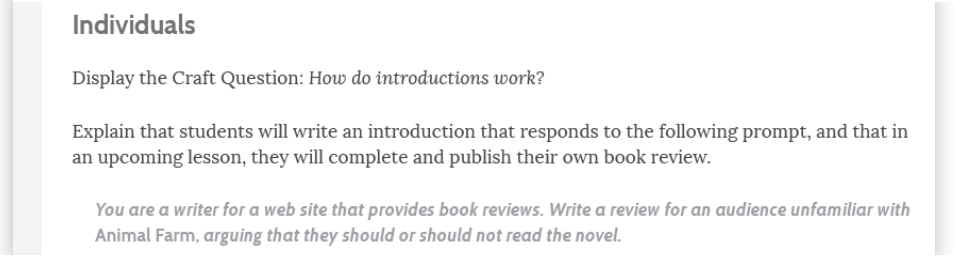
Then, display and read aloud these questions:

- How was Delphine's life as a free person of color in New Orleans like living "on a kind of island, lapped by a sea of slavery"? How did her life there differ from the lives of most African Americans in the South during the Civil War?

Tell students that they will now draw on what they learned in chapter 12 about Delphine's life as a free person of color in New Orleans, as well as what they learned about slavery in Focusing Question 1, to answer these questions. Share that students will explore Delphine's analogy in more depth over the next several lessons. In fact, they will write about this analogy for Focusing Question Task 4! Assure students that for today they should just focus on trying to explain, to the best of their understanding, what Delphine means in her analogy.

✔ Students complete a Quick Write in response to these questions in their Response Journals.

- a variety of writing performance tasks, each with a clear audience and purpose, such as this one from Lesson 32 of Grade 7, Module 3:



**Individuals**

Display the Craft Question: *How do introductions work?*

Explain that students will write an introduction that responds to the following prompt, and that in an upcoming lesson, they will complete and publish their own book review.

*You are a writer for a web site that provides book reviews. Write a review for an audience unfamiliar with* Animal Farm, *arguing that they should or should not read the novel.*

- vertically aligned, standards-based rubrics and checklists to assess students' writing.

## Achieving the Standards

*Wit & Wisdom* organizes the skills of the CCSS Writing Standards and Language Standards 1–3 into five Craft Features, defined below. These features also align to the Craft Features for Speaking and Listening.

- **Structure**: Focusing a writing piece on a unifying idea; organizing the parts of the piece to clearly communicate the idea and how details relate to it.
- **Development**: Stating and elaborating on details using evidence or narrative devices.
- **Style**: Strategically using language to convey meaning; includes writer's voice, diction (word choice), syntax (sentence structure), and adaptation to task, audience, and purpose.
- **Conventions**: Following rules of Standard English grammar, mechanics, spelling, and usage.
- **Process**: Planning, drafting, giving and responding to feedback, revising, editing, and presenting writing pieces; choosing a process appropriate for the task, purpose, and audience.



Copyright © 2017 Great Minds®

Students often begin study of a writing type with a focus on its structure and development and then deepen their understanding of how style can strengthen tasks using that writing type. Throughout the year, students apply their conventions and process knowledge with increasing depth and independence. Writing rubrics and checklists are used to assess students' mastery of these Craft Features, while explicit instruction in each feature guides students to success.

## The Impact of Writing Instruction

The ability to communicate effectively in writing and speech is essential for success in college and most careers. *Wit & Wisdom* learners build both deep knowledge and the tools to articulate that knowledge in writing and speaking. Through explicit instruction in all aspects of the writing process, repeated opportunities to practice writing for authentic purposes, and receiving and learning to apply meaningful feedback on their writing, these students will be well prepared for the writing challenges they will face in school and beyond.

# SPEAKING AND LISTENING

## The *Wit & Wisdom* Approach to Teaching Speaking and Listening

Speaking and listening are at the core of all learning. *Wit & Wisdom* builds students' ability to communicate by maximizing the quality, quantity, and variety of their speaking and listening experiences.

- **Quality**: Students learn speaking and listening just as they would any other discipline—through rich, rigorous, and joyful instruction. From explicit modeling to experimentation to independent expression, students build capacity in discrete speaking and listening skills that make their communications stronger. As with writing instruction, this speaking and listening instruction is always text-based or text-inspired.
- **Quantity**: Daily lessons intentionally shift the balance of talking to students, engaging them in multiple, meaningful opportunities to speak and listen.
- **Variety**: Students hone their skills and awareness of the many purposes for speaking and listening, and they learn to tailor their speaking and listening for a specific purpose and audience. For example, students learn how to participate informally in daily academic conversations and also how to deliver a formal presentation.

Teachers use the Craft Stages of Examine, Experiment, Execute, and Excel to guide students through explicit speaking instruction while gradually releasing responsibility to students for these skills.

A key aspect of the *Wit & Wisdom* approach to Speaking and Listening is the Socratic Seminar. In a Socratic Seminar, students prepare for and participate in a structured, text-based, academic conversation. Each seminar is organized around a rigorous question that provokes new thinking. Students apply the crafts of speaking and listening to express and extend what they have learned from their reading and writing. For more information on Socratic Seminars, see Socratic Seminar Guidance in the "Resources" chapter.

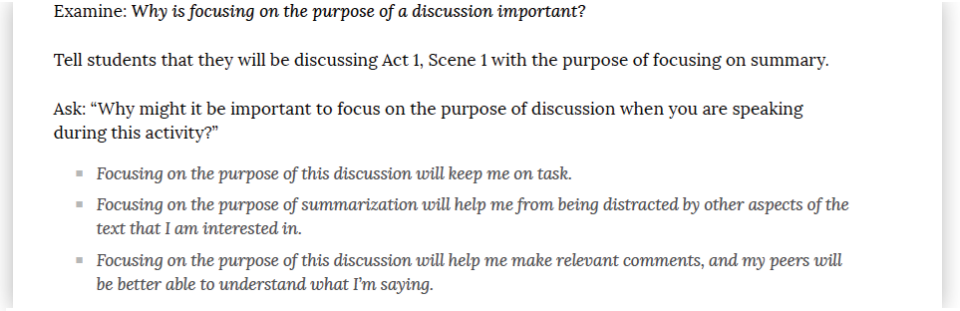


Copyright © 2017 Great Minds®

## Speaking and Listening Instruction in Action

*Wit & Wisdom* lessons execute this approach to teaching speaking and listening through

- explicit instruction in transferable strategies for speaking and listening, as in this example from Lesson 4 of Grade 8, Module 3:



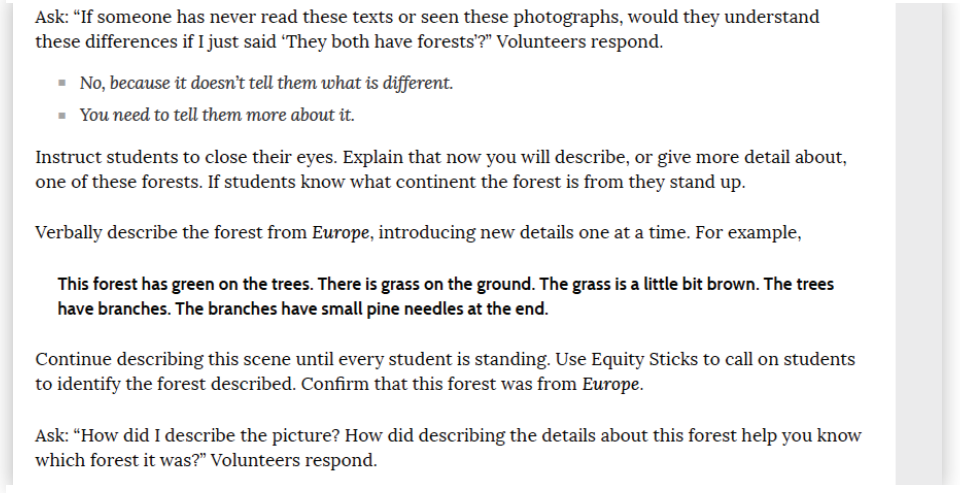
Examine: Why is focusing on the purpose of a discussion important?

Tell students that they will be discussing Act 1, Scene 1 with the purpose of focusing on summary.

Ask: "Why might it be important to focus on the purpose of discussion when you are speaking during this activity?"

- *Focusing on the purpose of this discussion will keep me on task.*
- *Focusing on the purpose of summarization will help me from being distracted by other aspects of the text that I am interested in.*
- *Focusing on the purpose of this discussion will help me make relevant comments, and my peers will be better able to understand what I'm saying.*

- frequent opportunities and ways for students to develop and practice speaking and listening. These include a variety of instructional routines and engaging activities designed to foster high-quality academic discussion, as in Lesson 32 of Kindergarten, Module 4, in which students are actively engaged in learning the importance of incorporating details into verbal descriptions:



Ask: "If someone has never read these texts or seen these photographs, would they understand these differences if I just said 'They both have forests'?" Volunteers respond.

- *No, because it doesn't tell them what is different.*
- *You need to tell them more about it.*

Instruct students to close their eyes. Explain that now you will describe, or give more detail about, one of these forests. If students know what continent the forest is from they stand up.

Verbally describe the forest from *Europe*, introducing new details one at a time. For example,

**This forest has green on the trees. There is grass on the ground. The grass is a little bit brown. The trees have branches. The branches have small pine needles at the end.**

Continue describing this scene until every student is standing. Use Equity Sticks to call on students to identify the forest described. Confirm that this forest was from *Europe*.

Ask: "How did I describe the picture? How did describing the details about this forest help you know which forest it was?" Volunteers respond.

- development of speaking and listening skills through students' work with reading fluency and comprehension.
- intentional connection between speaking and listening and writing by having students orally rehearse what they will write by first talking about it with classmates.
- assessment of oral language comprehension and skill, including Socratic Seminars and grade-level speaking and listening rubrics.



Copyright © 2017 Great Minds®

## Achieving the Standards

*Wit & Wisdom* structures the skills of the CCSS Speaking and Listening standards into four Craft Features, defined below, which align to the Craft Features for writing and language. Explicit speaking skill instruction focuses on a single feature for each module.

- **Process**: Process goals help learners participate effectively in academic conversations.
- **Delivery**: Delivery, or style and conventions for speaking, goals help learners follow conventions for public speaking and hone their speaking style to engage an audience.
- **Structure**: Structure goals help learners organize ideas to communicate clearly.
- **Development**: Development goals help learners speak logically and use evidence.

Students learn and apply one new speaking and one new listening goal in each module. These goals build incrementally over four modules to fully address the CCSS Speaking and Listening standards for each grade.

## The Impact of Speaking and Listening Instruction

The ability to effectively communicate with others is crucial to success in college and careers. Those who can speak in an articulate, organized, and thoughtful way and respectfully raise questions, concerns, and disagreements can engage in the collaborative work characteristic of most college and career settings. Similarly, the ability to listen deeply and for a purpose promotes both collegiality and learning. Through the speaking and listening instruction that *Wit & Wisdom* lessons provide, students expand their vocabularies, improve their reading fluency, readily make cognitive connections, collaborate effectively, and ultimately develop the capacity to engage in conversations with both peers and adults.

# VOCABULARY

## The *Wit & Wisdom* Approach to Teaching Vocabulary

Thorough knowledge of word meanings is key to understanding any complex text and to learning as a whole (Chall and Jacobs; Anderson and Freebody 77). Vocabulary instruction in *Wit & Wisdom* is accordingly designed to achieve three key student outcomes:

- Better comprehension of complex texts
- Broader and deeper knowledge of words and word parts (including affixes and roots)
- Increased ability to determine the meanings of unknown words

As a text-based curriculum, *Wit & Wisdom* teaches vocabulary both implicitly and explicitly using words in the core and supplementary texts. Through repeated readings of complex, knowledge-building texts, students implicitly learn many new words (Feitelson, Kita, and Goldstein 340; Miller and Gildea 96; Nagy and Scott 273). Explicit vocabulary instruction focused on the three student outcomes emphasizes three categories of high-leverage vocabulary words and phrases.



Copyright © 2017 Great Minds®

- **Content-Specific Vocabulary:** Relates to key ideas of a domain-specific topic.
- **Academic Vocabulary:** Frequently occurs across disciplines and is often abstract, with multiple meanings.
- **Text-Critical Vocabulary:** Essential to understanding a specific text.

Note that one word might fit into multiple categories.

## Vocabulary Instruction in Action

*Wit & Wisdom* lessons execute the vocabulary learning design through

- explicit vocabulary instruction essential to understanding texts that students read, as shown through this example from Lesson 30 of Grade 3, Module 2:

Explain that traditional stories that use fantastic elements, such as references to "the gods," magical creatures, or other great heroes, to explain things in the real world are called *myths*. They are often related to a culture's religious beliefs.

Provide the following definition for students to add to the "New Words" section of their Vocabulary Journals. Explain that this is an example of *academic vocabulary* that allows them to discuss the genre of a text more precisely.

| Word | Meaning |
|---|---|
| myth (n.) | A story or group of stories that form part of the traditional knowledge of a society. Myths often use imaginative plots and characters to explain how the world began and why nature and people behave the way they do. |

**1 How does the story of Pegasus fit the definition of a myth?**

- *The story is about something that happened long ago in Greece, so it might refer to "the traditional knowledge of a society."*
- *A flying horse, heroes who kill monsters, and gods and goddesses are examples of "imaginative plots and characters."*
- *The story explains how a constellation began.*

- encouraging students to use target vocabulary in their discussions and writing about texts, as in this excerpt from Lesson 9 of Kindergarten, Module 1:

TEACHER NOTE | Promote vocabulary acquisition and comprehension by prompting students to use the word *aware* in their responses. Practicing new vocabulary in context encourages ownership and application.

**3 How does being aware help him interact with the world around him? Give examples from the book.**

- *Being aware helps him play with the ball.*
- *Being aware helps him eat his food.*
- *Being aware helps him enjoy his dog. Or the moon and stars.*



Copyright © 2017 Great Minds®

- vocabulary-specific instructional strategies and routines in the core lessons. See the "Resources" chapter for a description of instructional routines and examples of how some of those routines might be used for vocabulary instruction.
- Deep Dive vocabulary instruction and practice to develop student knowledge of high-value words and word-solving strategies, as in this example from Lesson 1 of Grade 7, Module 3:

Explain that this lesson will help students develop a strong and precise understanding of the word ***inspire*** to ensure that, as they explore the Focusing Question and texts, their writing and discussions about inspiring language are clear and purposeful.

Ask a student to remind the class of the definitions of ***inspire*** from their Vocabulary Journals.

- *To fill someone with positive emotions, feelings, or thoughts.*
- *To cause an increase in one's desire to accomplish or create something, or to make a positive change in one's life or attitude.*

Provide the following definitions for students to add to their Vocabulary Journals.

| Word Part | Meaning |
|---|---|
| *in-* (prefix) | In, on, onto. |
| *spir, spiro* (Latin root) | Breathe, blow into. |

Clarify that the prefix ***in-*** has multiple definitions. Students may already be aware that ***in-*** can mean "not," as it does in the word ***inaccurate***. It can also mean "in, on, onto," as it does in the words ***incarcerate*** and ***inspire***.

Then instruct students to independently jot an explanation of how the meanings of this prefix and Latin root relate to the Vocabulary Journal definitions of ***inspire***. Also consider offering the option of drawing to reflect this connection.

- focusing on elements of vocabulary, such as abstract or multiple meanings, connotation, relationships among words, and morphology.
- quick, targeted assessments, as well as indirect assessments, such as use of new vocabulary in context.
- Word Walls and Vocabulary Journals for students to record newly acquired words and vocabulary strategies.
- Appendix B in each module, which supports teachers in customizing vocabulary instruction to the needs of their students.

## Achieving the Standards

*Wit & Wisdom*'s systematic, text-based vocabulary instruction intentionally aligns with the many standards promoting deep word study. The modules explicitly introduce Reading Anchor Standard 4 early in the year and return to it throughout the remaining modules to optimize opportunities for students to acquire and deepen vocabulary knowledge in the context of complex texts. L.6 is a continuing standard in *Wit & Wisdom*, as it represents the cumulative achievement of using a range of vocabulary knowledge throughout modules. Deep Dives frequently address the specifics of L.4 and L.5, offering explicit instruction and practice.



Copyright © 2017 Great Minds®

## The Impact of Vocabulary Instruction

Vocabulary knowledge correlates strongly with reading comprehension. Students with a broad vocabulary tend to understand more of what they read, while students who know fewer words understand less of what they read. Enormous disparities in students' word knowledge begin early in life, then grow greater over time (Stanovich 373). *Wit & Wisdom*'s systematic, text-based vocabulary instruction addresses these critical needs, ensuring that *Wit & Wisdom* students develop the vocabulary knowledge and skills they need to succeed in school and beyond.

# FOUNDATIONAL SKILLS

## The *Wit & Wisdom* Approach to Foundational Skills

Before independently reading and writing about complex texts, students must master the building blocks of reading and writing. *Wit & Wisdom* lessons were designed with the understanding that most schools have already adopted a foundational skills curriculum. The lessons accordingly do not explicitly teach foundational skills other than fluency, which is explicitly and comprehensively addressed. (See the Fluency section that follows.) Nonetheless, *Wit & Wisdom* lessons are specifically designed to be taught alongside any foundational skills curriculum that schools adopt and to reinforce the teaching of foundational skills in numerous ways.

Any high-quality foundational skills curriculum can complement *Wit & Wisdom*. In Kindergarten through Grades 2 or 3, foundational skills are a Tier I program, with additional Tier II and III interventions recommended as needed. After Grade 3, most foundational skills belong in Tier II and III interventions, though all students may benefit from continued spelling instruction.

High-quality foundational skills programs include the following features:

- A systematic scope and sequence, including phonics, phonological awareness, high-frequency words, morphology, and handwriting
- Focused and explicit instruction
- Practice in and out of texts
- Frequent assessment
- Mastery-based pacing

## Foundational Skill Reinforcement in Action

*Wit & Wisdom* lessons reinforce the explicit instruction provided by a foundational skills curriculum through

- occasionally having students transfer previously learned foundational skills to a lesson's reading or writing tasks about complex texts. For example, some writing lessons cue teachers to review previously taught sound-spelling patterns that students are frequently misspelling, then give students time to edit their text-based writing with a focus on those patterns.



Copyright © 2017 Great Minds®

- Foundational Skills Connections activities in Modules 2–4. In these optional activities, students practice skills from the foundational skills curriculum with *Wit & Wisdom* module texts, as in the following example from Lesson 12 of Grade 1, Module 2. Teachers can implement the activity before, after, or in the middle of the lesson.

Ask: "What different types of punctuation do you see?" Use student responses to confirm that there are periods and commas. If needed, explain that an ellipsis is a set of three periods or dots.

Explain that these punctuation marks give clues for how to read the passage. A period signals to take a longer pause than a comma. An ellipsis also signals a longer pause. Punctuation helps with phrasing—reading sets of words in chunks. The length of the pause between chunks depends on the punctuation marks.

Remind students to continue practicing their fluency passage at home.

***Foundational Skills Connection***

If the foundational skills curriculum uses scooping for phrasing, draw lines to scoop natural reading phrases on a large copy of the passage before students Echo Read.

- alignment of expectations for students' independent reading and writing with developmentally accessible and rigorous foundational skill levels.
- frequent Read Alouds of complex texts in early grades in which students are building foundational skills.
- task- and text-specific scaffolds for struggling readers and writers.
- frequent fluency practice with carefully selected passages from *Wit & Wisdom* core texts. See the Fluency section in this chapter for details.

Teachers can and should customize lessons in other ways to provide other opportunities for applying previously taught foundational skills in *Wit & Wisdom* lessons.

## The Impact of Foundational Skills Instruction

Foundational skills are necessary but not sufficient for students to navigate the complex reading and writing required in college and career. By engaging all students with complex text, *Wit & Wisdom* allows students with varying proficiency in foundational skills to build grade-level knowledge of the world, ideas, vocabulary, and syntax. Thus, when striving students catch up in foundational skills, they are ready to tackle complex texts.



Copyright © 2017 Great Minds®

# FLUENCY

## The *Wit & Wisdom* Approach to Teaching Fluency

Reading fluency is the ability to read print words aloud accurately and effortlessly, with appropriate speed and meaningful expression and phrasing. Fluent readers make meaning from text as they read it aloud.

As young students learn to read, multiple knowledge systems develop concurrently. Students learn phonics, phonological awareness, decoding, spelling, and vocabulary. During these early learning stages, the teacher usually reads complex texts aloud to students. As they listen strategically and repeatedly to challenging texts, students develop the knowledge and language they need to read and think about complex text independently.

As readers grow into their elementary and middle-school years, their knowledge systems progress, and fluency functions as a bridge to comprehension. For a variety of reasons, some readers may continue to require targeted and intentional fluency supports through the middle-school grades. As these supports help them improve their fluency, these striving readers can become independent readers of complex text, no longer dependent on audiobooks, teacher Read Alouds, or other means of accessing the text.

*Wit & Wisdom* fluency instruction is designed to foster fluency development for all readers. It is grounded in the belief that the goal of fluent reading is rich comprehension, rather than a quantitative assessment of reading rate. Students learn to read grade-level complex text through repeatedly reading short, well-chosen text excerpts from module texts. Practicing these fluency excerpts builds students' overall fluency skills while also scaffolding understanding of specific module texts. In lessons and homework, repeated oral readings of these excerpts help students to understand the texts and communicate more effectively about them.

## Fluency Instruction in Action

*Wit & Wisdom* modules build fluency through

- an explicit introduction to fluency in Module 1 (Grades 1–8), including anchor charts like this one from Lesson 2 of Grade 2, Module 1:

| Fluency Anchor Chart | |
|---|---|
| **Criteria** | **What Do Fluent Readers Do?** |
| Accuracy | Read without any mistakes |
| Phrasing | Pay attention to punctuation.<br>Chunk information into meaningful pieces. |
| Rate | Read at the appropriate speed–not too fast and not too slow. |
| Expression | Read words with emotion. |

TEACHER NOTE

Use this Fluency Anchor Chart as a reference for fluency expectations throughout the year. Post it in a prominent location in the classroom for easy reference.



Copyright © 2017 Great Minds®

- reflection on the importance of fluency and modeling of fluent reading as in Lesson 1 from Grade 6, Module 1

Display the Craft Question: *Why is fluency important?*

Explain that fluency is the ability to read print words aloud accurately and effortlessly and that fluent reading leads to rich comprehension.

Ask: "What are some reasons fluent reading is important?"

- *When you read fluently, people listening can better understand the text.*
- *Fluent reading helps you better understand the meaning of words and ideas in the text.*
- *It's more interesting to listen to fluent readers.*

Display and read aloud the excerpt, modeling masterful fluency:

> Most folks think you start to be a real adult when you're fifteen or sixteen years old, but that's not true, it really starts when you're around six. It's at six that grown folks don't think you're a cute little kid anymore, they talk to you and expect that you understand everything they mean. And you'd best understand too, if you aren't looking for some real trouble, 'cause it's around six that grown folks stop giving you little swats and taps and jump clean up to giving you slugs that'll knock you right down and have you seeing stars in the middle of the day. The first foster home I was in taught me that real quick (4–5).

Ask: "What made my reading of that excerpt interesting and engaging?"

- routine fluency homework chosen strategically from complex texts (required for all students in Grades 1–5; optional, though encouraged, in Grades 6–8).
- formal and informal reading fluency performances, such as Readers' Theater, individual reading performances for the class, or partner readings of selected texts.
- authentic fluency tasks integrated with students' close reading and text-based writing, as in this example from Lesson 21 of Grade 7, Module 3:

**Explain that students will now focus on one event from the chapter—Squealer's speech about Napoleon and Snowball.**

**Introduce the students who signed up for fluency performances. Post the elements of fluent reading.**

**Have those students perform an oral, fluent reading of Squealer's speech on pages 55–56, starting with "Comrades…" and ending with "Surely, Comrades, you do not want Jones back?" (56). Instruct the remaining students to think as they listen to Squealer's speech about what his claim, reason, and evidence are, and whether his argument is convincing.**

**At the right moment, play the role of "somebody" who interrupts Squealer by saying, "He fought bravely at the Battle of the Cowshed" (55), or choose a student volunteer to do so. Instruct students to Think-Pair-Share, and ask "What is Squealer's claim, and what are his reasons, and evidence?"**

- *Squealer claims that Napoleon has done away with debates and will be making all decisions himself for the good of the other animals.*
- *One reason is that if animals made their own decisions, they might make the wrong ones.*
- *Another reason he gives is that some of the mistakes they might make would be disastrous and might lead to Mr. Jones returning.*
- *He does not seem to give any actual evidence.*

**Display the list of persuasive techniques from prior lessons:**



Copyright © 2017 Great Minds®

## Achieving the Standards

The primary standards connection for fluency work is Reading Foundational Skills Standard 4. This standard calls for students to read with sufficient accuracy and fluency to support comprehension. It is the Reading Foundational Skills Standard that *Wit & Wisdom* curriculum addresses directly, because attention to fluency aids students' comprehension of complex texts and scaffolds mastery of Reading Anchor Standard 10. Although RF.4 is a Grades K–5 standard only, *Wit & Wisdom* includes fluency work in Grades 6–8 as well. Teachers in Grades 6–8 have the option of using fluency instruction and practice with all students or as an intervention for striving readers.

## The Impact of Fluency Instruction

According to Dr. Timothy, "oral reading performance has the potential to transform a self-conscious student into a star performer—especially when he or she is coached and given opportunities to practice" (The Fluent Reader 23). Fluency is the bridge to success with reading. As students become able to read a greater number of words per minute with increased understanding, they read more. The more they read, the more they build knowledge.

# VISUAL ART

## The *Wit & Wisdom* Approach to Teaching Visual Art

*Wit & Wisdom* recognizes that as one of the earliest modes of human communication, visual art is a universal and essential form of expression and communication, accessible to even the youngest of learners. Each module provides multiple opportunities for students to engage with significant works of art as core and supplementary texts, including paintings, illustrations, prints, sculptures, architecture, and photographs. Rather than serving as illustrations of module content, each selection has been chosen to inspire students to grapple with broader concepts related to the module knowledge story.

The *Wit & Wisdom* Content Stages guide students to view these artworks with wonder, curiosity, and imagination, and then to build knowledge and appreciation of artistic elements, genres, styles, and media. Next, students explore how artists express important thoughts and ideas, identify the essential themes, and connect their learning to the greater knowledge puzzle of the module.

## Visual Art Instruction in Action

*Wit & Wisdom* art lessons

- guide students to apply the habits of mind they have developed as readers to the analysis of visual art, using the five Content Stages to structure their inquiry.



Copyright © 2017 Great Minds®

- introduce and extend understanding of fundamental elements of visual art such as color, space, line, and form, as exemplified in a variety of media—as shown in this excerpt from Lesson 21 of Grade 3, Module 3:

Explain that photographers, like painters, use elements of visual art such as line and space to organize their artworks, tell a story, or hold our attention.

> ***Scaffold:***
>
> Refer students to their Vocabulary Journals for a definition of *line*. If necessary, provide the following definitions:
>
> *line*: How the shapes and outlines in a piece of art move our eyes.
>
> *space*: The areas around, between, or within shapes or forms in a work of art.

In their Response Journals, students create evidence organizers:

| | *Untitled* | *The Steerage* |
|---|---|---|
| Where do I see big lines? | ▪ | ▪ |
| Where do I see small lines? | ▪ | ▪ |
| What is the effect of the lines in the photograph? | ▪ | ▪ |
| How does the photographer use space in the image? | ▪ | ▪ |

- establish discipline-specific vocabulary for naming, describing, and interpreting works of visual art, as shown by this example from Lesson 33 of Grade 5, Module 2:
- teach students to base their analysis and interpretations on evidence from the artwork, as students are asked to do in Lesson 20 of Grade 8, Module 2:

Now, display the following quotation by Léger from the Encyclopedia Britannica:

"I was dazzled by the breech of a 75 [artillery piece] in full sunlight, by the magic of the light on the bare metal" (**http://witeng.link/0028**).

Facilitate a brief discussion on how this comment compares to the responses to war artillery in the novel.

Then, create and display a spectrum that marks the extremes of ideas about the effects of the mechanized warfare of World War I. Mark the right side with "dazzled." Solicit ideas from students to decide on a word to describe the most negative effect.

Have students Think-Pair-Share, and ask: "What attitudes toward warfare and its effects do the depictions of soldiers in the painting suggest?"

> ***Differentiation***
>
> Assign pairs a specific attitude to explain. For instance, ask some pairs to suggest how the painting portrays a negative attitude toward the use and effects of machinery, and ask others to suggest how the painting portrays a positive attitude.

Record and display responses along the spectrum.

- offer diverse perspectives from a variety of culturally significant artists, artistic movements, and historical contexts.
- provide occasional opportunities for students to create their own visual response to artwork.



Copyright © 2017 Great Minds®

- relate understandings about works of art to the broader module knowledge puzzle.
- provide opportunities for all learners, regardless of abilities, to access themes and ideas expressed through visual art.

## The Impact of Visual Art Instruction

In a world increasingly dependent on visual media to communicate meaning, it is essential to teach students visual literacy. Through intentional exposure to great works of art in the *Wit & Wisdom* curriculum, students build understanding, appreciation, and awareness of the ways in which the elements of visual language influence people and the world of ideas. Moreover, many of the selected works represent a wide cultural vocabulary, providing students with a common visual experience to carry throughout their lives as educated citizens.



Copyright © 2017 Great Minds®

# LEADING AND SUPPORTING SCHOOL-WIDE IMPLEMENTATION

Strong and supportive leadership is essential to successful school-wide implementation of *Wit & Wisdom*. While there are many ways to exercise such leadership, what matters most is having a thorough plan for the many aspects of implementation and a sturdy leadership structure to execute the plan. Key players in a successful implementation include the following:

- Teachers, who work directly with students and provide instruction
- Coaches, who support teachers in developing and executing high-quality instruction
- School leaders, who determine the overall vision, expectations, and goals for implementation; create an environment that fosters accountability, ownership, and investment; and provide structures and resources that allow coaches and teachers to succeed

These three roles are united by a common goal: promoting student success.

## STUDENT GRADING AND ACHIEVEMENT

By studying student work and using the qualitative and quantitative data it generates to adjust instruction responsively, teachers and leaders can support student growth on any standards-aligned measure of achievement.

Because grading systems and policies differ vastly across schools and districts, *Wit & Wisdom* assigns no specific grading method, rule, or point value to most tasks. However, the modules were carefully designed to elicit a range of information about student performance that teachers can use to generate quantitative grades. (For more information, see the sections on assessment in the "Going Deeper" chapter and rubrics in the "Resources" chapter.) As a result, *Wit & Wisdom* is compatible with any grading or reporting system.

For those using standards-based grading systems, the materials include the aligned standards for each formative and summative assessment. Modules also include tools teachers can easily use to generate numeric scores for assessment tasks: writing rubrics, speaking and listening rubrics, and text-based writing checklists. While numerical grades are a component of many grading systems, *Wit & Wisdom* places great emphasis on the value of studying student work and using written responses and other student artifacts to look for evidence of deep and enduring understanding. This evidence is one of the strongest indicators of a student's success on future standards-aligned assessment tasks and performances.

## TEACHER OBSERVATION AND INTEGRITY OF IMPLEMENTATION

Effective teacher observation and coaching are key elements of successful implementation. As with grading systems, the methods for observation and coaching will differ greatly across districts and states. *Wit & Wisdom* prescribes no particular observation model; indeed, any observation system can be used to support teachers in their implementation. However, effective observation and coaching systems share the following characteristics:

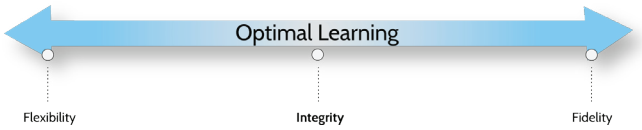


Copyright © 2017 Great Minds®

- A collaborative commitment to evaluating the actions teachers take to create a classroom experience that promotes optimal learning
- A focus on the quality of student products, performances, and tasks
- Strong communication between observer and teacher, including descriptive feedback
- Supportive coaching

When observing teachers, school leaders should keep in mind that *Wit & Wisdom* is not a scripted program, and *Wit & Wisdom* instruction will vary from classroom to classroom. While the lessons can be implemented as written, teachers will study the modules and come to know them as deeply as the educators who wrote them. Teachers should use their knowledge of the modules and of their students to customize lessons when needed.

Within this context, school leaders need to ensure that teachers teach the program with integrity. In practice, tension often exists between the desire to teach with fidelity to the lesson as written and the necessity of flexing to meet students' needs. The graphic below captures that tension.




Optimal learning occurs when teachers strike a balance between flexibility and fidelity, landing in the integrity portion of the spectrum. Implementing with integrity means

- honoring the essential components of a module—its major questions (Essential, Focusing, and Content Framing), learning goals, and summative assessments;
- internalizing a lesson's goals and plans, then customizing the lesson as needed during lesson preparation;
- ensuring students receive a rigorous and successful learning experience by maintaining the expectations of the task, lesson, and module;
- providing scaffolds and differentiation to meet students where they are and ensure that their efforts are productive;
- attempting different approaches to engage students with content; and
- solving problems and making decisions based on evidence and data, especially from student work.

To ensure integrity in implementation, instructional leaders can empower teachers to customize while setting expectations for key habits, strategies, and methods that embody *Wit & Wisdom*'s learning design.

To focus and guide their classroom observations, observers can consider whether teachers and students are engaging in the following behaviors.

Teachers should

- support student mastery of specific, transferable, **standards-based learning goals**;
- ensure that students **closely read complex texts**, completing multiple reads;
- use the **Content Framing Questions** to set a clear purpose for each read of a text;



Copyright © 2017 Great Minds®

- ensure that students respond to the **text-dependent questions** and text-dependent tasks that require them to gather evidence from each text and examine its unique language and features;
- check students' understanding through multiple **assessments (including daily Checks for Understanding)** arranged in a deliberate progression that builds the skills and knowledge students need to perform successfully on the End-Of-Module (EOM) Task; and
- strategically **differentiate** instruction to support all students.

Students should

- **build knowledge** by reading and connecting *Wit & Wisdom* texts;
- **engage in explicit writing instruction** and **frequent, diverse writing opportunities**, which enable them to articulate their understanding of texts;
- **actively speak and listen**, demonstrating and reinforcing their learning in reading, writing, and language;
- **study vocabulary** to improve comprehension of complex texts, increase knowledge of words and word parts, and determine the meanings of unknown words;
- **regularly practice fluency**, reading with accuracy at an appropriate rate and with appropriate phrasing and expression to deepen comprehension;
- **analyze visual art as a text**, examining evidence within the "four corners of the frame"; and
- **actively engage** with texts and tasks, navigating productive struggle.

In addition to observations, instructional coaches can help teachers deepen their understanding of and enhance their skill in implementing *Wit & Wisdom* in many other ways, including the following:

- Conducting demonstration lessons or co-teaching lessons
- Capturing lessons on video for teachers to later reflect upon the implementation
- Working with teachers to assess student work
- Collaborating with teachers to analyze evidence of student learning to make instructional decisions and plans for future lessons

## PROFESSIONAL DEVELOPMENT AND BUILDING TEACHER CAPACITY

To reach the full potential of *Wit & Wisdom*, schools should adopt a year-long, embedded process of building teachers' capacity. This does not require creating new professional development resources or sessions. In fact, the modules, module texts, and this Implementation Guide can serve as resources to deepen and enhance teachers' understanding of literacy instruction. Instructional leaders can help teachers make the most of these resources by creating time and space for teachers to study, discuss, and practice with these materials with their colleagues and with guidance from coaches and mentors. One way to achieve these ends is by establishing a curriculum team, or Professional Learning Community (PLC), in which teachers from the same grade level share collaborative planning time.



Copyright © 2017 Great Minds®

Some actionable processes that can help build teacher capacity include the following:

- Reading core texts and discussing them in a book club with grade-level colleagues (For more ideas, see texts from the Background Reading section in the "Resources" chapter.)
- Preparing to teach a module by reading the core texts and Module Overview and doing a test drive of the EOM Task
- Engaging in a learning experience from the student's perspective. A coach or lead teacher teaches a *Wit & Wisdom* lesson while other teachers participate as learners. Then coaches and teachers discuss and reflect on the experience and its implications for instruction.
- Reviewing sections of the Implementation Guide and discussing implications for practice at curriculum team or PLC meetings. Sections of particular relevance to teachers include (but are not limited to) the following:
  - Learning Design
  - Core Practices
  - Assessment
  - Vocabulary
  - Socratic Seminar Guidance
  - Volume of Reading Guidance
  - Instructional Routines
  - Assessment and Rubrics
- Planning how to deliver and assess a module with a curriculum team. Team teachers map the lessons and major assessments onto a school calendar, note places to build in time to differentiate, and create a plan to collect and analyze data from formative assessments.

Successful *Wit & Wisdom* professional development honors these key elements of the curriculum design:

- Keeping content at the core to emphasize illuminating study of texts, modules, and student work
- Building teachers' knowledge of content, as well as their instructional practice
- Empowering teachers to play a key role in extracting meaning from and making connections to the curriculum
- Honoring teachers' experience, insight, and knowledge of their students

*Wit & Wisdom* also offers several professional development options and other services to support teachers and schools in implementation. For more information, please visit **https://greatminds.org/english/PD**.



Copyright © 2017 Great Minds®

# SCOPE AND SEQUENCE OF COMMON CORE STATE STANDARDS

## STANDARDS SELECTION

The texts and tasks included in *Wit & Wisdom* present opportunities to practice and master the CCSS. *Wit & Wisdom*'s learning design is based on the premise that texts speak, and standards answer. Instead of addressing standards one by one, in isolation, the tasks and activities associated with each *Wit & Wisdom* text integrate multiple standards from the CCSS Reading, Writing, Speaking and Listening, and Language strands. The integrated teaching of these standards emerges from the content of the carefully curated texts in each module, rather than in an isolated series of skills instruction.

For easy reference, this section outlines the CCSS anchor standards and the scope and sequence for each strand individually. Various standards from every strand are integrated throughout each module. When appropriate and logical, both module and lesson-level learning goals group multiple standards within and across strands. Students deepen their understanding and mastery of ELA skills, as well as their knowledge of cross-disciplinary topics and concepts.

## TYPES OF STANDARDS

*Wit & Wisdom* explicitly addresses all the expectations of the CCSS, with the exception of the Foundational Skills standards. Nearly all CCSS and sub-standards are targeted in one or more modules.* Focus, supporting, and continuing standards are designated in each module.

Focus standards for a module meet the following criteria:

- They are explicitly taught through explanation, modeling, or gradual release of responsibility.
- Students practice them in multiple lessons.
- The Focusing Question Task(s), New-Read Assessment(s), Socratic Seminar(s), and End-of-Module (EOM) Task formally assess them.

Supporting standards are not necessarily explicitly taught or formally assessed in the module, but students practice them with one or more module texts. Many CCSS are designated as focus standards just once or twice but reappear in other modules as supporting standards. Throughout the year, students apply supporting standards to new texts with increasing independence.

Continuing standards represent broad, end-of-year goals and cannot be assessed in a single task. Unlike focus and supporting standards, continuing standards are taught and practiced pervasively across modules rather than in individual lessons. Students practice and master these standards cumulatively. The continuing standards RL.10, RI.10, and L.6 are foundational to what students do on a daily basis and, therefore, appear in every module of every grade.



Copyright © 2017 Great Minds®

Through careful analysis of the texts and topics, each module of *Wit & Wisdom* has been designed to align to the standards best suited to building students' understanding and knowledge of module content. As they practice and apply these skills throughout the year, students become confident, engaged, college-and career-ready learners.

*The notable exceptions are W.9 and W.10 (which are supporting standards in most modules as reflection of the standards' purpose); RL.10, RI.10, and L.6 (which are continuing standards in all modules); and the Foundational Skills standards. (See the Foundational Skills section in the "Going Deeper" chapter for details.)

## READING CCSS SCOPE AND SEQUENCE

The Reading CCSS Scope and Sequence is a key foundation of *Wit & Wisdom*'s learning design. The Reading standards are integrated with the Content Stages to optimize the specific learning opportunities each text presents, while building sound general habits for reading complex text. While many standards align neatly with specific Content Stages, the standards aligned to each lesson were chosen primarily for how well they suit the module texts and tasks.

| Stage | Typical Standards |
|---|---|
| Wonder | R.1, R.4 (determine word meaning) |
| Organize | R.2 (summarize key ideas and details), R.5 |
| Reveal | R.3, R.4 (analyze word choices), R.5, R.6, R.7, and/or R.8 |
| Distill | R.2 (interpret central ideas or themes) |
| Know | R.9 |

The Reading CCSS Scope and Sequence was also designed to help students build skills across an instructional year. R.10, for example, is a continuing standard, as its mastery represents the cumulative results of reading grade-level complex texts throughout the year. R.1, R.2, and R.4 (the part of the standard for determining word meanings) are explicitly taught in Module 1 and/or Module 2 in order to build a foundation for students' work with complex texts. Students then continue to apply those standards with increasing independence throughout the year and to layer on other, increasingly complex standards.

## College and Career Readiness Anchor Standards for Reading

### Key Ideas and Details

R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.3: Analyze how and why individuals, events, or ideas develop and interact over the course of a text.



Copyright © 2017 Great Minds®

### Craft and Structure

R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

R.6: Assess how point of view or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas

R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

R.8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning, as well as the relevance and sufficiency of the evidence.

R.9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### Range of Reading and Level of Text Complexity

R.10: Read and comprehend complex literary and informational texts independently and proficiently.

| | **Reading Focus Standards** | | | |
|---|---|---|---|---|
| | Module 1 | Module 2 | Module 3 | Module 4 |
| Kindergarten | *The Five Senses* | *Once Upon a Farm* | *America Then and Now* | *The Continents* |
| | RL: 1, 6 | RL: 2, 3, 9 | RL: 4 | RL: 5, 7 |
| | RI: 1, 4, 5 | RI: None | RI: 2, 3, 6, 8 | RI: 7, 9 |
| Grade 1 | *A World of Books* | *Creature Features* | *Powerful Forces* | *Cinderella Stories* |
| | RL: 1, 2, 3 | RL: 2 | RL: 4, 5 | RL: 6, 7, 9 |
| | RI: 1, 7 | RI: 2, 3, 5, 8 | RI: 4, 6, 9 | RI: None |
| Grade 2 | *A Season of Change* | *The American West* | *Civil Rights Heroes* | *Good Eating* |
| | RL: 1, 2, 5 | RL: 2, 3, 9 | RL: 4, 6 | RL: 7 |
| | RI: 1, 2 | RI: 4 | RI: 3, 7, 9 | RI: 5, 6, 8 |
| Grade 3 | *The Sea* | *Outer Space* | *A New Home* | *Artists Make Art* |
| | RL: 1, 2 | RL: 2 | RL: 3, 6, 9 | RL:.4, 5, 7 |
| | RI: 1, 2, 4, 5, 7 | RI: 3, 6, 9 | RI: None | RI: 8 |



Copyright © 2017 Great Minds®

| | | | | |
|---|---|---|---|---|
| Grade 4 | *A Great Heart* | *Extreme Settings* | *The Redcoats Are Coming!* | *Myth Making* |
| | RL: 2, 5 | RL: 1, 3, 7 | RL: 2, 6 | RL:.4, 5, 7, 9 |
| | RI: 2, 4, 7 | RI: 1, 5 | RI: 3, 6, 8 | RI: 9 |
| Grade 5 | *Cultures in Conflict* | *Word Play* | *A War Between Us* | *Breaking Barriers* |
| | RL: 3, 9 | RL: 1, 2, 4, 5, 7 | RL: 4, 6 | RL: None |
| | RI: 2, 3 | RI: None | RI: 4, 6, 8 | RI: 1, 5, 7, 9 |
| Grade 6 | *Resilience in the Great Depression* | *A Hero's Journey* | *Narrating the Unknown: Jamestown* | *Courage in Crisis* |
| | RL: 1, 2, 3, 4, 9 | RL: 3, 5, 7, 9 | RL: 3, 6 | RL: None |
| | RI: 1, 2, 9 | RI: None | RI: 3, 8, 9 | RI: 4, 5, 6, 7 |
| Grade 7 | *Identity in the Middle Ages* | *Americans All* | *Language and Power* | *Fever* |
| | RL: 1, 2, 3, 4 | RL: 2, 3 | RL: 4, 5, 6, 7 | RL: 2, 3, 9 |
| | RI: None | RI: 1, 2, 3 | RI: 7, 8 | RI: 4, 5, 6, 9 |
| Grade 8 | *The Poetics and Power of Storytelling* | *The Great War* | *What Is Love?* | *Teens as Change Agents* |
| | RL: 1, 2, 4, 5 | RL: 3, 7 | RL: 2, 4, 6, 9 | RL: None |
| | RI: 2 | RI:1, 3 | RI: 4, 8 | RI: 5, 6, 7, 9 |
| Continuing Standards: RL.10 and RI.10 are continuing standards across all grade levels. | | | | |



Copyright © 2017 Great Minds®

# WRITING CCSS SCOPE AND SEQUENCE

*Wit & Wisdom* provides students with opportunities to build deep knowledge and with the preparation and practice required to express what they know. The Writing CCSS Scope and Sequence can help teachers integrate the various aspects of writing instruction that students must master: skills specific to a particular purpose or genre, widely transferable skills, the writing process, and research.

*Wit & Wisdom* organizes the discrete skills and practices of the Common Core Writing Standards into five categories: Craft Features for Structure, Development, Style, Conventions, and Process. Just as the reading standards align with the Content Stages, the *Wit & Wisdom* writing focus standards align to the Craft Features.

These categories match focused and observable student practice with the standards. They also align to the *Wit & Wisdom* Craft Features for speaking and listening and language. Students often begin to practice a writing type with a focus on structure and development, then explore how style can enhance their work. Throughout the year, students apply their knowledge of conventions and process to all writing types, with increasing depth, flexibility, and independence.

Because students' purpose for writing varies according to the texts and tasks in each module, this Scope and Sequence ensures that at least one module focuses explicitly on each writing type represented by focus standards W.1, W.2, and W.3. Once students learn the requirements of each focus standard, they continue to practice it as a supporting standard, applying what they have learned as they write about new topics. Because it is integral to mastering all three types of writing, W.4 is a focus in almost every module; throughout the year, students work to produce writing appropriate for various tasks, purposes, and audiences.

Because familiarity with the writing process is also essential to mastery of every writing type, W.5 is explicitly introduced in either Module 1 or Module 2. As the year progresses, students use the writing process strategically, with increasing independence.

Each module suggests various ways that students can use technology to produce and publish writing and to collaborate with peers, allowing schools with a wide range of technology resources to meet the expectations of W.6.

In every grade, at least one EOM Task focuses on a sustained research project. In addition, students conduct a variety of short research projects throughout the year, frequently practicing W.7 and W.8.

Finally, W.9 and W.10 are supporting standards in most modules. Most written Focusing Question Tasks and EOM Tasks align to W.9 as students gather textual evidence to respond to questions that assess one or more reading standards. Because students write so routinely throughout *Wit & Wisdom*, the program generally calls out W.10 as a standard only in lessons in which students write for a range of informal, exploratory purposes.

## College and Career Readiness Anchor Standards for Writing

### Text Types and Purposes

W.1: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.



Copyright © 2017 Great Minds®

W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Production and Distribution of Writing

W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Present and Build Knowledge

W.7: Conduct short and more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

W.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

| | **Writing Focus Standards** | | | |
|---|---|---|---|---|
| | Module 1 | Module 2 | Module 3 | Module 4 |
| Kindergarten | *The Five Senses* | *Once Upon a Farm* | *America Then and Now* | *The Continents* |
| | W: 2, 8 | W: 3, 6, 8 | W: 2, 7, 8 | W: 1, 5, 8 |
| Grade 1 | *A World of Books* | *Creature Features* | *Powerful Forces* | *Cinderella Stories* |
| | W: 3, 5 | W: 2, 6, 7, 8 | W: 3 | W: 1, 8 |
| Grade 2 | *A Season of Change* | *The American West* | *Civil Rights Heroes* | *Good Eating* |
| | W: 2, 5, 8 | W: 2, 5, 6, 8 | W: 3, 8 | W: 1, 7, 8 |
| Grade 3 | *The Sea* | *Outer Space* | *A New Home* | *Artists Make Art* |
| | W: 2, 4, 8 | W: 1, 2, 4, 5, 8 | W: 3, 4 | W: 2, 4, 6, 7, 8 |
| Grade 4 | *A Great Heart* | *Extreme Settings* | *The Redcoats Are Coming!* | *Myth Making* |
| | W: 2, 8 | W: 2, 3, 4, 5, 8 | W: 1, 6, 7 | W: 2 |



Copyright © 2017 Great Minds®

| | | | | |
|---|---|---|---|---|
| Grade 5 | *Cultures in Conflict* | *Word Play* | *A War Between Us* | *Breaking Barriers* |
| | W: 2, 4 | W: 3, 4, 5 | W: 1, 4, 5 | W: 1, 2, 4, 6, 7, 8 |
| Grade 6 | *Resilience in the Great Depression* | *A Hero's Journey* | *Narrating the Unknown: Jamestown* | *Courage in Crisis* |
| | W: 2, 4, 5 | W: 3, 4, 5, 6 | W: 1, 4, 5 | W: 2, 4, 7, 8 |
| Grade 7 | *Identity in the Middle Ages* | *Americans All* | *Language and Power* | *Fever* |
| | W: 3, 4 | W: 2, 4, 5 | W: 1, 4, 6 | W: 2, 4, 7, 8 |
| Grade 8 | *The Poetics and Power of Storytelling* | *The Great War* | *What Is Love?* | *Teens as Change Agents* |
| | W: 3, 4, 5 | W: 2, 4 | W: 1, 4, 5 | W: 2, 4, 6, 7, 8 |
| Continuing Standards: W.10 is a continuing standard across all grade levels. | | | | |



Copyright © 2017 Great Minds®

# SPEAKING AND LISTENING CCSS SCOPE AND SEQUENCE

*Wit & Wisdom* organizes the discrete skills and practices described in the Common Core Speaking and Listening standards into four Craft Features, or purpose-driven categories: Process, Delivery, Structure, and Development. These categories match focused and observable student practice with the standards. They also align to the *Wit & Wisdom* Craft Features for writing and language. In each of the first four modules of the year, explicit speaking skill instruction focuses on a single Craft Feature.

Because a few of the Speaking and Listening standards have multiple Craft Features embedded, these standards may appear more than once as focus standards, especially in later grades. By the end of Module 4, students integrate the discrete skills practiced in each of the Craft Features to meet the whole of each standard.

## College and Career Readiness Anchor Standards for Speaking and Listening

### Comprehension and Collaboration

SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and such that the organization, development, and style are appropriate to task, purpose, and audience.

SL.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.



Copyright © 2017 Great Minds®

| | Speaking and Listening Focus Standards | | | |
|---|---|---|---|---|
| | Module 1 | Module 2 | Module 3 | Module 4 |
| Kindergarten | *The Five Senses* | *Once Upon a Farm* | *America Then and Now* | *The Continents* |
| | SL: 1.a, 1.b | SL: 5, 6 | SL: 3 | SL: 2, 4 |
| Grade 1 | *A World of Books* | *Creature Features* | *Powerful Forces* | *Cinderella Stories* |
| | SL: 1.a, 1.b | SL: 5, 6 | SL: 1.c, 3 | SL: 2, 4 |
| Grade 2 | *A Season of Change* | *The American West* | *Civil Rights Heroes* | *Good Eating* |
| | SL: 1.a, 1.b | SL: 4, 5, 6 | SL: 1.c, 3 | SL: 2, 4 |
| Grade 3 | *The Sea* | *Outer Space* | *A New Home* | *Artists Make Art* |
| | SL: 1.b | SL: 1.d, 2, 4 | SL: 1.a, 1.c, 3 | SL: 4, 5, 6 |
| Grade 4 | *A Great Heart* | *Extreme Settings* | *The Redcoats Are Coming!* | *Myth Making* |
| | SL: 1.b | SL: 4, 5, 6 | SL: 1.a, 1.b, 1.c, 3, 4 | SL: 1.d, 2, 4 |
| Grade 5 | *Cultures in Conflict* | *Word Play* | *A War Between Us* | *Breaking Barriers* |
| | SL: 1.b | SL: 4, 5, 6 | SL: 1.a, 1.c, 2, 3 | SL: 1.d, 4 |
| Grade 6 | *Resilience in the Great Depression* | *A Hero's Journey* | *Narrating the Unknown: Jamestown* | *Courage in Crisis* |
| | SL: 1.b | SL: 1.d, 2, 4, 5, 6 | SL: 2, 4 | SL: 1.a, 1.c, 3 |
| Grade 7 | *Identity in the Middle Ages* | *Americans All* | *Language and Power* | *Fever* |
| | SL: 1.b | SL: 4, 5, 6 | SL: 1.a, 1.c, 3 | SL: 1.d, 2, 4, 5 |
| Grade 8 | *The Poetics and Power of Storytelling* | *The Great War* | *What Is Love?* | *Teens as Change Agents* |
| | SL: 4, 5, 6 | SL: 1.b, 1.d | SL: 1.a, 1.c, 3 | SL: 2, 4, 5 |



Copyright © 2017 Great Minds®

# LANGUAGE CCSS SCOPE AND SEQUENCE

The Language Scope and Sequence highlights the progression of explicit language instruction across *Wit & Wisdom* modules. While Deep Dives are the primary vehicle for explicit language skill development, students apply language skills in core lessons to understand and discuss complex texts.

Throughout the year, students apply their knowledge of style and conventions (L.1, L.2, and L.3) with increasing depth and independence. The language standards for each module were assigned based on a consideration of the language demands of the major module writing tasks, the language found in the core module texts, and the connections between the language standards and other module standards.

L.4 and L.5 are a focus in many modules, as students determine and demonstrate understanding of word meanings to deepen their understanding of module content.

L.6 is an ongoing standard, as it represents the cumulative results of mastering a range of vocabulary knowledge. Students' work in their Vocabulary Journals offers a clear picture of the volume of new words students acquire throughout the year and of the strategies they employ to learn and practice new vocabulary.

## College and Career Readiness Anchor Standards for Language

### Conventions of Standard English

L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



Copyright © 2017 Great Minds®

| | Language Focus Standards | | | |
|---|---|---|---|---|
| | Module 1 | Module 2 | Module 3 | Module 4 |
| Kindergarten | *The Five Senses* | *Once Upon a Farm* | *America Then and Now* | *The Continents* |
| | L: 1.d, 2.c, 2.d | L: 1.a, 1.e, 2.c, 2.d, 5.a, 5.c | L: 1.b, 1.c, 2.a, 2.d, 4.a, 5.b, 5.d | L: 1.f, 2.a, 2.b, 4.b, 5.b |
| Grade 1 | *A World of Books* | *Creature Features* | *Powerful Forces* | *Cinderella Stories* |
| | L: 1.b, 1.f, 1.j, 2.b | L: 1.h, 1.i, 1.j, 2.b, 2.e, 4.a, 5.b, 5.d | L: 1.c, 1.e, 1.f, 4.b, 4.c, 5.c, 5.d | L: 1.a, 1.d, 1.g, 1.j, 2.a, 2.c, 2.d, 5.a |
| Grade 2 | *A Season of Change* | *The American West* | *Civil Rights Heroes* | *Good Eating* |
| | L: 1.e, 1.f | L: 1.a, 1.b, 1.d, 2.a, 4.a, 4.b, 4.c | L: 1.e, 1.f, 3.a, 4.d, 5.b | L: 1.c, 2.b, 2.c, 2.d, 2.e, 4.e, 5.a |
| Grade 3 | *The Sea* | *Outer Space* | *A New Home* | *Artists Make Art* |
| | L: 1.a, 1.e, 1.i, 2.a, 2.e, 4.a | L: 1.a, 1.h, 1.i, 4.a, 4.b, 5.a, 5.c | L: 1.b, 1.c, 1.d, 1.e, 1.f, 2.b, 2.c, 2.d, 4.c, 5.b | L: 1.g, 2.f, 2.g, 3.a, 3.b, 4.d |
| Grade 4 | *A Great Heart* | *Extreme Settings* | *The Redcoats Are Coming!* | *Myth Making* |
| | L: 1.d, 2.a, 2.b, 2.c, 5.a | L: 1.a, 1.e, 3.a, 3.b, 4.a, 4.b, 5.a | L: 1.a, 1.b, 1.f, 2.c, 3.c, 4.c, 5.c | L: 1.c, 1.g, 2.d, 3.c, 4.b, 5.b |
| Grade 5 | *Cultures in Conflict* | *Word Play* | *A War Between Us* | *Breaking Barriers* |
| | L: 1.a, 2.d, 3.a | L: 1.a, 1.c, 1.d, 2.a, 2.c, 4.a, 4.c, 5.a, 5.b, 5.c | L: 1.a, 1.b, 1.c, 1.d, 1.e, 2.b, 3.a, 3.b, 4.a, 4.b, 4.c, 5.b | L: 2.b, 2.e, 3.b, 4.a, 4.b, 5.c |
| Grade 6 | *Resilience in the Great Depression* | *A Hero's Journey* | *Narrating the Unknown: Jamestown* | *Courage in Crisis* |
| | L: 1.e, 3.a, 3.b, 4.a, 5.a | L: 1.b, 1.d, 2.a, 2.b, 3.b, 4.b, 5.a, 5.c | L: 1.a, 1.c, 3.a, 4.c, 4.d, 5.b | L: 3.b |
| Grade 7 | *Identity in the Middle Ages* | *Americans All* | *Language and Power* | *Fever* |
| | L: 1.b, 3.a | L: 1.a, 1.c, 2.b, 3.a, 4.b, 5.b | L: 1.b, 3.a, 4.a, 4.b, 5.a, 5.c | L: 2.a, 4.b, 4.c, 4.d, 5.c |
| Grade 8 | *The Poetics and Power of Storytelling* | *The Great War* | *What Is Love?* | *Teens as Change Agents* |
| | L: 1.c, 2.a, 5.a | L: 1.b, 1.d, 2.b, 5.b, 5.c | L: 1.c, 1.d, 2.a, 2.c, 4.b, 4.c, 4.d, 5.a, 5.c | L: 1.a, 2.a, 3.a, 4.a, 4.d, 5.b |



Copyright © 2017 Great Minds®

# RESOURCES

## VOLUME OF READING GUIDANCE

In addition to close reading of core and supplementary texts, the *Wit & Wisdom* learning design emphasizes the need, as highlighted in CCSS Reading Anchor Standard 10, for students to read a volume and range of texts for four key purposes:

1. To systematically build knowledge and vocabulary through sustained study of a topic
2. To address the need for students to both "stretch their reading abilities" and "experience the satisfaction and pleasure of easy, fluent reading within them" by offering a range of texts at different levels of complexity
3. To engage and motivate students with opportunities to choose additional texts based on interest
4. To provide students with opportunities to use mental habits developed in the Content Stages

In each module, **Appendix D** contains a curated Volume of Reading text list, which includes quality texts that add to the module knowledge puzzle and offer students choices at varying levels of complexity. As teachers get to know the range of student needs and interests within a topic of study, they can add favorite titles to this list—leveraging classroom, school, and community libraries to maximize choices.

Based on the Content Framing Questions, a set of **Volume of Reading Reflection Questions** appears in the **Student Edition** of each module, giving students guidance and structure to apply the Content Framing Questions independently to books of their choice.

Time for Volume of Reading is not included within the ninety-minute module lessons, but it should be a high priority. Independent work time and Pause Points could be used for such reading, or it could be connected to students' work in other disciplines. (For scheduling ideas, see the Sample Daily Schedules section in the "Getting Started" chapter.)

## SOCRATIC SEMINAR GUIDANCE

In a Socratic Seminar, students prepare for and participate in a structured, text-based, academic conversation. Students apply the crafts of speaking and listening to express what they have learned from their reading and writing.

In *Wit & Wisdom*, each Socratic Seminar relates to the Content-Craft-Create framework in two explicit ways:

1. Socratic Seminars connect to **Content** by engaging students in text-driven inquiry.
2. Socratic Seminars connect to **Craft** by providing an authentic and comprehensive vehicle through which students can **apply** (Execute) and **hone** (Excel) their speaking goals from the Speaking and Listening CCSS Scope and Sequence.

### Socratic Seminar Content

In *Wit & Wisdom*, questioning is foundational to student success. The module's Essential Question, Focusing Questions, and lesson-level Content Framing Questions and Craft Questions each play a key—and different—role in focusing student learning and knowledge development.



Copyright © 2017 Great Minds®

Socratic Seminars also feature the importance of questioning. Each seminar is organized around a rigorous question that pushes students' thinking. While synthesizing learning is a goal of many of *Wit & Wisdom*'s summative tasks, in Socratic Seminars the goal is for students to synthesize and extend their learning by exploring and debating an intriguing question that provokes new thinking. Students' conversation should go beyond summarizing learning they have done in previous lessons.

To help students accomplish this goal, establish time for a **pre-writing activity** in which students

- respond to a question that stimulates or organizes their thinking,
- collect textual evidence,
- jot down initial responses to the opening Socratic Seminar question,
- compare and connect evidence from different texts in relation to a topic or question germane to the seminar, and
- share responses with a peer and develop a question about their peer's writing.

To help students discern how the Socratic Seminar extended their learning, dedicate time to a content-focused **post-writing activity** in which students

- explain the transformative power of strategic speaking and keen listening by responding to the question, "How has my previous thinking been transformed by my talking and listening?" and
- focus not on telling what they did (e.g., "I spoke five times"), but show what they learned through this form of collaborative, inquiry-based learning.

## Lesson Procedures

1. **Preparation**: Students complete a close rereading of the text(s) prior to the seminar.
2. **Formation**: Students sit in a circle. In larger classes, students may sit in two concentric circles for participants and observers or conduct simultaneous seminars.
3. **Expectations and goals:** The teacher and students work collaboratively to set group and individual expectations and goals (e.g., "I will speak at least once" or "We need to improve on taking turns.") Consider establishing guidelines for expectations of what to do and what to avoid in a seminar. Things to do might include taking turns, citing the text, and building upon what others have stated. Things to avoid might include interrupting and telling elaborate, disconnected stories.
4. **Opening question:** The teacher poses the opening question. (As students gain confidence, they might pose the opening question.)
5. **Sustained dialogue:** Students engage in collaborative speaking and listening, employing text evidence.
6. **Debrief:** Students reflect on their participation.

Student actions include the following:

- Responding to peers, posing new questions, and offering new lines of inquiry
- Practicing and developing skills such as citing evidence; asking questions; speaking, listening, and responding to one another; making connections; paraphrasing; summarizing; and building ideas based on the opening question



Copyright © 2017 Great Minds®

Teacher actions include the following:

- Asking follow-up questions to elicit greater understanding of the text, bring out viewpoints, etc. (See sample questions below.)
- Remaining neutral by not affirming or challenging ideas, verbally or nonverbally, because the goal is for students to think for themselves, not just agree should the teacher affirm something
- Taking notes for reflective practice and improvement (See sample tracking chart below.)
- Debriefing as a class after the seminar with questions such as the following:
  - How well did we meet our goals?
  - What worked?
  - What didn't work?

## Lesson Timing

Time dedicated to Socratic Seminars will vary based on grade level, students' needs, the text, and the topic. Sample outlines appear below and can serve as models for allocating lesson time.

**Grade 1 (30 min.)**

| Seminar Component | Minutes | Description |
|---|---|---|
| Preparation | Before seminar | Students complete close reading and annotation in previous lessons. |
| Formation | 2 | Students form dialogue circle(s) and bring their texts. |
| Expectations and Goals | 3 | The class as a whole reviews expectations, speaking goals, etc. |
| Opening question | 2 | The teacher asks the opening question, and students Think-Pair-Share in response. |
| Sustained dialogue | 20 | Students engage in collaborative speaking and listening, employing text evidence. |
| Debrief | 3 | Students reflect by answering questions such as the following:<br>▪ What new knowledge did you gain?<br>▪ How did your thinking change?<br>▪ What went well?<br>▪ What needs improvement? |



Copyright © 2017 Great Minds®

### Grade 5 (50 min.)

| Seminar Component | Minutes | Description |
|---|---|---|
| Preparation | Before seminar | Students complete close reading and annotation in previous lessons. |
| Pre-writing | 10 | Students engage in pre-writing in the Socratic Seminar lesson to stimulate and organize thinking. |
| Formation | 2 | Students form dialogue circle(s) and bring their texts. |
| Opening question | 3 | The teacher asks the opening question. (Optional: Students Think-Pair-Share.) |
| Sustained dialogue | 25 | Students engage in collaborative speaking and listening, employing text evidence. |
| Post-writing | 5 | Students answer questions such as the following:<br>▪ What new knowledge did you gain?<br>▪ How did your thinking change? |
| Debrief | 5 | Students reflect (e.g., using an Exit Ticket) by answering questions such as the following:<br>▪ What went well?<br>▪ What needs improvement? |

### Grade 8 (60–65 min.)

| Seminar Component | Minutes | Description |
|---|---|---|
| Preparation | Before seminar | Students complete close reading and annotation in previous lessons. |
| Pre-writing | 10–15 | Students engage in pre-writing in the Socratic Seminar lesson to stimulate and organize thinking. |
| Formation | 2 | Students form dialogue circle(s) and bring their texts. |
| Opening question | 2 | The teacher asks the opening question. |
| Sustained dialogue | 40 | Students engage in collaborative speaking and listening, employing text evidence. |
| Post-writing | 10 | Students answer question such as the following:<br>▪ What new knowledge did you gain?<br>▪ How did your thinking change? |
| Debrief | 5 | Students reflect (e.g., using an Exit Ticket) by answering questions such as the following:<br>▪ What went well?<br>▪ What needs improvement? |



Copyright © 2017 Great Minds®

## Supporting Student Participation in a Socratic Seminar

Teachers share or distribute questions like the following for students to ask of their peers.

**Clarification**

- What do you mean by _____?
- Can you say more about that?
- Could you summarize that in your own words?
- What is your main point?
- Could you explain your reasons for saying that?
- What do you think caused that?
- What difference does that make?
- Where in the text did that come from?

**Reasoning**

- How did you come to that conclusion?
- What is our point of view? Should we look at this differently?
- If what you said is true, then how do you explain _____?
- What would be an alternative to _____?

**Text Evidence**

- Can you find that passage and read it for us?
- What happened in the story that makes you say that?
- Where did you see that in the painting?
- Could you give us an example from the text?

## Facilitating an Effective Socratic Seminar

Facilitators listen attentively, sharing questions and observations only as needed. Teachers ask the opening question and then sit back and observe. If the initial question doesn't spark discussion, teachers encourage students to draw from their notes and pre-writing. If significant wait time has passed, teachers may consider asking a new question.

The teacher's three early roles include the following:

- **Questioner**. Ask an open-ended, thought-provoking opening question
- **Clarifier**. Ask follow-up questions designed to elicit clarification and specificity
- **Process Coach**. Coach students to go deeper, work together better, build cohesion and rapport, etc.



Copyright © 2017 Great Minds®

General facilitator actions include the following:

- Insist that answers are clear, directing students to rephrase as necessary
- Insist on citations, text evidence, and strong reasoning
- Put a student "on hold" (i.e., pause him or her from speaking) to balance contributions
- Invite additional viewpoints or opinions
- Suggest a Think-Pair-Share
- Track, tally, or map participation

The teacher may consider posing questions such as the following at opportune times to enhance collaboration:

- Do you agree with _____? Disagree with _____?
- Did _____ change your mind, or are you sticking with your original answer?
- Have you heard an answer that is different from your own?
- Does anyone see this another way?
- How are these two ideas alike? Different?
- Can you summarize what _____ just said?
- Does anyone have a different understanding of the problem?



Copyright © 2017 Great Minds®

# Sample Socratic Seminar Tracking Chart

| | Listening | | Reading | Speaking | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Name | Builds on Previous Speaker | Faces Speaker | Cites Text | Speaks Once or More | Uses Complete Sentences | Relevant | Initiates Idea | Elaborates | Insightful | Respectful |
| 1. | | | | | | | | | | |
| 2. | | | | | | | | | | |
| 3. | | | | | | | | | | |
| 4. | | | | | | | | | | |
| 5. | | | | | | | | | | |
| 6. | | | | | | | | | | |
| 7. | | | | | | | | | | |
| 8. | | | | | | | | | | |
| 9. | | | | | | | | | | |
| 10. | | | | | | | | | | |
| 11 | | | | | | | | | | |
| 12. | | | | | | | | | | |
| 13. | | | | | | | | | | |
| 14. | | | | | | | | | | |
| 15. | | | | | | | | | | |
| 16. | | | | | | | | | | |
| 17. | | | | | | | | | | |
| 18. | | | | | | | | | | |
| 19. | | | | | | | | | | |
| 20. | | | | | | | | | | |
| 21. | | | | | | | | | | |
| 22, | | | | | | | | | | |
| 23. | | | | | | | | | | |
| 24. | | | | | | | | | | |



Copyright © 2017 Great Minds®

# INSTRUCTIONAL ROUTINES

**What is an instructional routine?**

An instructional routine is a classroom procedure that supports the development of content knowledge and literacy skills. An instructional routine provides students with a structured approach to thinking about a topic, question, or idea.

**What is the purpose of an instructional routine?**

The routines in *Wit & Wisdom* require students to activate different ways of thinking in order to process a text, thereby building content knowledge, deepening understanding, and developing literacy skills. Instructional routines increase student engagement and provide practices to make students' thinking and learning visible. The following table outlines the purpose, grouping, and instructions for the routines that occur frequently in *Wit & Wisdom*.

| Routine | Purpose | Grouping | How it Works |
|---|---|---|---|
| Anchor Chart | An **Anchor Chart** captures information, strategies, or procedures foundational to student learning. Posted in the classroom, it is often created collaboratively and is used, and frequently developed, across multiple lessons. | Whole group | 1 Write the title for the Anchor Chart on a large sheet of chart paper.<br>2 Add information, strategies, or procedures as taught or discussed, with student input if appropriate.<br>3 Post, refer, and encourage students to refer to the chart during any applicable lessons or activities. |
| Boxes and Buttons (Variation: Boxes, Bags, and Bullets) | **Boxes and Buttons** helps students practice summarizing and recording the main ideas and key details in informational texts. | Individuals or Pairs | 1 Tell students that the box represents the main idea and the buttons represent the key details.<br>2 Students label the box with the main idea and add buttons (or bullets) as they state each key detail, rereading the text as needed. Depending on the text and learning goal, students start with either the key details or the main idea.<br>3 As students progress, they can add bags, which represent the main ideas of subsections of text, to their boxes. Each bag can hold its own details (buttons). |
| Categorization | **Categorization** supports students in thinking critically about groups of words. | Small groups or pairs | 1 Provide a set of index cards with a vocabulary word written on each card.<br>2 Students sort the index cards into different categories of words. The categories can be assigned, or students can create them according to specified guidelines. |



Copyright © 2017 Great Minds®

| | | | |
|---|---|---|---|
| Chalk Talk | A **Chalk Talk** is a silent conversation that helps students organize their thinking and fosters universal participation. It can serve as pre-work for Socratic Seminars. | Whole group, small groups, or pairs | 1 Write questions on the board or pieces of chart paper.<br>2 Students respond to the questions, as well as to others' follow-up questions and responses, by writing directly under each question on the board or paper. |
| Choral Reading | A **Choral Reading** supports fluency and comprehension of a challenging text. Choral Reading is appropriate for early elementary grades. | Whole group | 1 Provide copies of the text or display a large copy.<br>2 Read aloud a passage to model fluent reading, and ask students to use their eyes or an index card to follow along with the text.<br>3 Reread the passage aloud, and have all students read the text aloud in unison. |
| Echo Reading | Use an **Echo Reading** during an early read to support students in being able to read challenging words and phrasing. | Whole group | 1 Provide copies of the text or display a large copy.<br>2 Read aloud a challenging selection in doable phrases from the text, modeling fluent reading.<br>3 Students echo the same phrases back, echoing voice, inflection, and the modeled pauses.<br>4 Repeat this process for the remainder of the text or excerpt. |
| Fishbowl | Use a **Fishbowl** to model or experiment with behaviors such as asking thoughtful questions, listening attentively, and sharing ideas. | Whole group | 1 Establish a purpose for the Fishbowl, directing students to focus their observations and learning on something specific.<br>2 Divide students into two groups–inside or outside the fishbowl. "Outside" students sit in a ring around "inside" students. Typically, more students are situated outside the fishbowl than within it.<br>3 Provide additional information or directions to those in the fishbowl as needed.<br>4 Students inside the fishbowl engage in a collaborative task or discussion, while students outside observe.<br>5 Students debrief through discussion and/or writing. |
| Gallery Walk | A **Gallery Walk** deepens engagement and understanding by allowing students to share their work with peers in a gallery setting. | Small groups, pairs, or individuals | 1 Post work around the room. The work can include individual writing pieces, small groups' Graffiti Walls, a variety of module texts, etc.<br>2 Students circulate, closely viewing the work. They can discuss with peers or record written observations. (Optional: Some students stand by their work to present it to viewers.)<br>3 Students debrief through discussion and/or writing. |



Copyright © 2017 Great Minds®

| | | | |
|---|---|---|---|
| Give One-Get One-Move On | A **Give One-Get One-Move On** activity engages all students in identifying and sharing key learning. | Pairs | 1 Students record key ideas on index cards or sticky notes.<br>2 Students circulate and locate a partner with whom to share their key ideas.<br>3 Announce "Give One" to indicate that students should swap ideas and "Get One" from another student.<br>4 Announce "Move On" to indicate that students should circulate again to find a new partner and repeat the process, explaining the new idea to the new partner. |
| Graffiti Wall | A **Graffiti Wall** helps students organize and deepen their thinking as they collaboratively explore key concepts. This routine supports visual learners and promotes collective learning. | Small groups | 1 Give small groups a large piece of chart paper.<br>2 After investigating, reading, and/or discussing a task, students record their ideas and learning on the paper through symbols, illustrations, words or phrases, and quotations. The routine can be scaffolded by giving a minimum or maximum number of symbols or phrases to be included on the wall. |
| Grammar Safari | A **Grammar Safari** allows students to hunt, or locate, grammar concepts using inductive reasoning and authentic texts from the module. | Small groups, pairs, or individuals | 1 Present examples of the grammar concept from the text, without naming the concept.<br>2 Ask students to describe what the examples have in common.<br>3 Name the targeted concept, and ask students to generate a definition or rule(s) for the concept.<br>4 Students look for other examples in the texts and further refine the rules and/or definitions of the concept.<br>5 Students write their own sentences or paragraphs, highlighting their use of the grammar concept. |



Copyright © 2017 Great Minds®

| | | | |
|---|---|---|---|
| Graphic Organizer (Variations: Boxes and Bullets, Frayer Model, Morpheme Matrix, Relationship Maps) | A **graphic organizer** allows students to visually gather, organize, and express ideas, preparing students to effectively communicate ideas in writing or discussion. | Small groups, pairs, or individuals | 1 Distribute handouts featuring spaces to record particular ideas and evidence from the text. As students progress, they can create their own graphic organizers.<br>2 Students record responses and then debrief through writing or discussion.<br><br>Variations:<br>▪ **Boxes and Bullets:** Students record the text's main ideas and supporting details.<br>▪ **Frayer Model:** Select a vocabulary word for further study. Students record the definition, characteristics of the word, examples of the word, and non-examples. (As an Extension activity, students sketch their examples and non-examples.)<br>▪ **Morpheme Matrix:** Students explore new roots and affixes.<br>▪ **Relationship Maps:** Select a graphic organizer such as a Venn diagram, word web, or spoke wheel. Students record information to convey the relationships between the words or concepts. |
| Jigsaw (Variation: One Stay, Three Stray) | Use a **Jigsaw** for students to study one section of a text (or task) and then share with students who studied other sections. This gives all students access to the ideas from the full text without requiring them to read the full text closely. It also encourages collaborative learning. | Small groups | 1 Divide a text (or task) into multiple pieces.<br>2 Divide students into "home" groups. Assign each student in a home group a specific piece of the text (or task).<br>3 Students regroup according to their assignment from step 2, meeting in "expert" groups with others who share the same assignment.<br>4 Students work collaboratively in their assignment-based groups to become experts on their assigned text (or task).<br>5 Students then return to their home groups. Each group member shares her or his expertise.<br><br>Variation:<br>**One Stay, Three Stray:** Students from one Jigsaw group visit other groups and then report back to the Jigsaw group. |



Copyright © 2017 Great Minds®

| | | | |
|---|---|---|---|
| Link Up | **Link Up** helps students understand the connection between two identified words. | Pairs | 1 Give each student an index card with a vocabulary word.<br>2 Specify which relationships among words students should consider, such as meaning, part of speech, or usage in a particular text.<br>3 Students circulate and discuss with each person they meet whether their cards are related in the way specified.<br>4 Once students identify someone with a related word, they link up with that person.<br>5 As a whole group, students debrief; for example, by sharing the relationship among their words. |
| Literary Dominoes | **Literary Dominoes** helps students review, comprehend, and analyze the plot of a story by ordering and connecting the events. | Small groups, pairs, or individuals | 1 Students record important events or plot points from the text on separate slips of paper and tape them onto dominoes.<br>2 Students order the dominoes so that each plot point is placed next to the event it causes. If more than one plot point arises from a single event, students include branches from that plot point. Alternatively, students can organize the dominoes to show different types of relationships between plot points.<br>3 Students may also consider "What if?" questions about the events.<br>4 Groups write a summary of one of the events describing the consequences. |
| Mix and Mingle<br>(Note that other resources might call this routine Standing Think-Pair-Share, Freeze-Mix-Pair, or Back-to-Back and Face-to-Face.) | **Mix and Mingle** offers an active way for students to share orally ideas about the text. | Whole group, small groups, pairs | 1 Develop a question or set of questions about the text.<br>2 Students circulate, sharing their question with a peer. (Optional: On a cue–e.g., stop music, chant, call out directions–students stop, stand back-to-back with a partner, and listen to the question.)<br>3 Students think and then discuss the question. |
| Outside-In | Use **Outside-In** to determine word meaning from context and morphology, such as roots and prefixes. | Whole group, small groups, pairs, or individuals | 1 Select a vocabulary word from the text.<br>2 Ask students to discuss what the context reveals about the word's possible meaning.<br>3 Ask students to discuss clues to meaning within the word, such as roots and prefixes.<br>4 Have students draft possible definitions and then verify them using reference materials. |



Copyright © 2017 Great Minds®

| | | | |
|---|---|---|---|
| Partner Reading | **Partner Reading** is a cooperative activity that encourages peer-to-peer learning. It is a routine for fluency practice only when students have previously read the text. | Pairs | Option 1:<br>Partner A reads the assigned passage while the other listens and comments on a specified aspect of the reading (e.g., accuracy or fluency). Then, Partner B reads the same passage while the other listens and comments.<br>Option 2:<br>Partner A reads a few paragraphs or pages. Then, Partner B reads the next few paragraphs or pages. Partners can share feedback after hearing the other read. |
| Praise, Question, Suggestion | **Praise, Question, Suggestion** is a routine for authentic peer-to-peer feedback. | Small groups or pairs | 1 Each student shares work with a partner or the group.<br>2 The partner or group members give(s) specific positive feedback, ask(s) a question, and offer(s) a suggestion. (Optional: Establish a focus for peer feedback, e.g., one or more criterion from the writing checklist.)<br>3 Each student summarizes her or his plan for revision based on the feedback. |
| Question Corners (Variation: Four Corners) | **Question Corners** provide a way for students to express and support their opinions. | Small groups and then whole group | 1 Present a controversial statement or question.<br>2 In each corner of the classroom, post a response or opinion. Students move to the corner that best represents their opinion.<br>3 Students discuss the reasons why they chose their corner.<br>4 After listening to one another's reasoning, students have the option of moving to another corner, but they must explain the rationale for the move. |
| Quick Write | A **Quick Write** is a brief written response that helps students reflect on a topic and teachers to assess comprehension. It can be used at the beginning of a lesson as a warm-up, during the middle of the lesson in response to an idea or section of text, or at the end of the lesson to summarize key ideas. | Individuals | 1 Provide a question or open-ended prompt.<br>2 Allot 2–10 minutes for students to write. |



Copyright © 2017 Great Minds®

| | | | |
|---|---|---|---|
| Quiz-Quiz-Trade | **Quiz-Quiz-Trade** helps students review and assess their understanding of a concept or topic by posing questions to a peer and then checking the peer's response. | Pairs | 1 Prepare review cards with questions on one side and answers on the other side.<br>2 Distribute one card to each student.<br>3 Students circulate around the room and locate a partner.<br>4 Partners quiz one another by asking the written question, then checking peer responses against the written answers.<br>5 Partners switch cards and repeat the process with new partners. |
| Readers' Theater | A **Readers' Theater** allows students to practice fluency as they read from scripts, adding their own dramatic elements, such as expression and gestures, to their performances. | Whole group, small groups, or pairs | 1 Using a prepared script (including sections of a module text), assign parts to students, taking into account their varied abilities.<br>2 Students read their parts silently, annotating for challenging vocabulary, questions about basic understanding, and ideas for fluent expression and dramatic interpretation.<br>3 Students read aloud with a partner to rehearse the language, phrasing, and expression of the text.<br>4 When using the same script with multiple performance teams, group students who have the same part together for practice and peer coaching.<br>5 Allow students time to rehearse and coalesce their roles into a unified scene.<br>6 Have students perform the Readers' Theater, giving time for feedback after each group finishes.<br><br>Variation:<br><br>Identify one or more important scenes or excerpts for students to perform in groups. Students create their own scripts by using highlighters to identify each character's and narrator's parts or by rewriting the excerpt in the form of a script. |



Copyright © 2017 Great Minds®

| | | | |
|---|---|---|---|
| Response Techniques (Variations: Equity Sticks, Response Cards, Nonverbal Signals, Whiteboards) | **Response techniques** encourage whole-class engagement while enabling teachers to conduct quick, formative assessments of student understanding. | Whole group | Pose a question and then use a technique to elicit quick responses from a variety of students.<br><br>Variations:<br>1 **Equity Sticks:** Call on students by randomly selecting names from a container that holds all students' names on slips of paper or craft sticks.<br>▪ Recommended for open-ended questions<br>2 **Response Cards:** Students select a response from a set of pre-printed response cards, and then hold up their cards for the class to see.<br>▪ Recommended for questions with a closed set of possible responses<br>3 **Nonverbal Signal:** Students respond with a general signal (e.g., the American Sign Language [ASL] sign for yes or no) or a situation-specific signal (e.g., the ASL letter P when they hear details about a story's problem). To encourage independent thinking, suggest that students make the signals close to their chests.<br>▪ Recommended for questions with a closed set of possible responses<br>4 **Whiteboards:** Students write responses on individual whiteboards or other erasable boards and then hold up their responses for the class to see.<br>▪ Recommended for open-ended or closed questions with short written responses |
| See-Think-Wonder (Variation: Observe-Infer-Wonder) | **See-Think-Wonder** encourages students to think carefully about a new text and stimulates their curiosity. It can focus students' exploration of a new module topic or text. | Whole group, small groups, pairs, or individuals | 1 Display a short, interesting text, such as a piece of visual art, an illustration, or a quotation.<br>2 Students briefly consider the new text independently.<br>3 Students discuss what they observe in the text, recording observations in individual or class notes.<br>4 Next, students discuss what they think or infer about the text, justifying their inferences with evidence and recording them in individual or class notes.<br>5 Finally, students discuss what they wonder about the text, recording questions in individual or class notes. |



Copyright © 2017 Great Minds®

| | | | |
|---|---|---|---|
| Shared or Collaborative Writing | **Shared or Collaborative Writing** enables students to build their understanding of exemplary writing through developing a piece of writing as a class. | Whole group | 1 Students read the writing prompt. Explain any criteria for the first sentence or section of the writing piece.<br>2 Students draft the first sentence or section through Stop and Jot or Think-Pair, writing on erasable boards, etc.<br>3 Choose a strong student response, or combine and rephrase several students' ideas. In **Shared Writing**, the teacher writes the piece. In **Collaborative Writing,** students share the pen, manually writing or typing some components of the piece.<br>4 Display the chosen sentence or section. Ask students to read it. Explain and discuss how the chosen piece of writing meets the target criteria.<br>5 Repeat the procedure for the rest of the sentences or sections of the writing piece.<br>6 Students read the entire piece and then debrief about what they learned about writing.<br>7 Save students' collaborative text as an exemplar. Throughout the year, students can refer back to it for support during writing. |
| Signal Unknown Words | **Signal Unknown Words** allows students to build vocabulary and improve comprehension. | Pairs or individuals | Students identify and annotate or record unknown words in a text, prioritizing those that are critical to student understanding. |
| Sky Writing<br>(Variations: Arm Writing, Floor Writing) | **Sky Writing** helps students practice writing letter(s) or word(s) in the air before committing them to paper.<br>Note: Sky Writing is appropriate for early elementary grades. | Individuals | 1 Present a question or task that can be answered with simple letters or words (e.g., multiple-choice questions, questions with one-word answers).<br>2 Students stand, hold one arm straight out, and point a finger.<br>3 Students trace the letter or word(s) in the air.<br>Variations:<br>▪ **Arm Writing:** Students stay seated and use a finger to write on their arms.<br>▪ **Floor Writing:** Students stay seated and write on the floor with one finger. |



Copyright © 2017 Great Minds®

| | | | |
|---|---|---|---|
| Stop and Jot<br>(Variation: Stop and Draw) | **Stop and Jot** allows individual written responses to texts or learning. This procedure provides ongoing assessment data for teachers and helps students track their thinking. | Individuals and then pairs or whole group | 1 During a task, prompt students, using either a verbal cue or a visual symbol (e.g., stop sign, response box), to pause and respond to a question.<br>2 Students write a brief response.<br>3 Students briefly discuss their responses with a partner and/or the whole class.<br>4 Students can reference their Stop and Jots when completing formative assessments.<br><br>Variation:<br><br>**Stop and Draw:** Rather than writing, younger students draw a quick sketch to represent responses. |
| Story Stones | **Story Stones** provide students visual and tactile prompts for retelling stories or identifying story elements. | Whole group, small groups, pairs, or individuals | 1 Create story stones by painting stones with symbols representing basic story elements (beginning, middle, end) or more sophisticated literary terms (character, setting, problem, and resolution). Lessons give suggestions for specific symbols.<br>2 Options for using the stones:<br><br>a. Identify a specific stone, and ask students to give details from the text corresponding to the stone.<br><br>b. Students draw a stone from a pile and provide information from the text about that element.<br><br>c. Students touch the stones as they orally retell or recount the story, using the stones as reminders to include each major element. Alternatively, students place stones in the correct element spot when the corresponding element appears in the text. |
| Tableau | A **Tableau** encourages students to visually and kinesthetically express understanding of an idea or text excerpt. | Small groups or pairs | 1 Students use their bodies and facial expressions to create a scene that represents a specific idea or re-creates a scene from the text.<br>2 The students in each tableau do not speak.<br>3 A student outside of each tableau may narrate the scene for the viewers.<br><br>Variation:<br><br>**Moving Tableau**: As appropriate, motion can be included in a tableau to meet the needs of kinesthetic learners and represent elements of the text. |



Copyright © 2017 Great Minds®

| | | | |
|---|---|---|---|
| T-chart | A **T-chart** allows students to visually gather and organize evidence or ideas about two aspects of an assigned or chosen topic, preparing them to effectively communicate ideas in writing or discussion. | Whole group, small groups, pairs, or individuals | 1 Students to make a table in the shape of a lowercase t, with a vertical line down the center and a horizontal line at the top.<br>2 Students label each column of the chart above the horizontal line.<br>3 Students record evidence or ideas on the chart below the horizontal line.<br>4 Students debrief through writing and/or discussion.<br><br>Variation:<br><br>**Notice and Wonder T-Chart:** Students create T-charts, recording observations about a text on the left-hand side and questions about it on the right-hand side. |
| Think-Pair-Share (Variations: Think-Pair, Think-Pair-Square, Jot-Pair-Share) | A **Think-Pair-Share** allows individual students to consider their thoughts about a question and then collaboratively discuss the question with peers. | Individuals, then pairs, then small groups or whole group | 1 Pose a thought-provoking question.<br>2 Give students time to think.<br>3 Students share their responses with a partner.<br>4 Then, pairs share their responses with small groups or the whole group. Not all students need to share their responses in the larger group.<br><br>Variations:<br><br>▪ **Think-Pair:** Complete the same procedure without the small or whole-group sharing.<br>▪ **Think-Pair-Square:** Students conduct a Think-Pair and then join a second pair, sharing in groups of four.<br>▪ **Jot-Pair-Share:** Students quickly jot their thinking prior to sharing with a partner. |
| Think-Puzzle-Explore | **Think-Puzzle-Explore** encourages inquiry about a new topic by activating prior knowledge and questions about the topic, and then identifying ideas and strategies for further inquiry. | Whole group, small groups, pairs, or individuals | 1 Students briefly consider the new topic independently.<br>2 Students discuss what they think they know about the topic, recording thoughts in individual or class notes.<br>3 Students discuss what puzzles them about the topic, recording questions in individual or class notes.<br>4 Students discuss how they can explore the topic, recording ideas in individual or class notes.<br>5 Display a class record of students' thoughts, questions, and exploration ideas, including any misconceptions. As students learn more about the topic, return to the class record to allow students to correct misconceptions. |



Copyright © 2017 Great Minds®

| | | | |
|---|---|---|---|
| 3-2-1 Response | A **3-2-1 Response** encourages students to reflect on their reading or new learning, and provides formative assessment data for teachers. | Individuals | 1 Display a 3-2-1 prompt.<br>2 Students write in their Response Journals and then discuss, or they submit 3-2-1 Exit Tickets.<br><br>Below are examples of 3-2-1 Response prompts.<br><br>Example A<br>▪ 3 most important ideas<br>▪ 2 supporting details<br>▪ 1 question<br><br>Example B<br>▪ 3 things you learned<br>▪ 2 questions you still have<br>▪ 1 text-to-text connection |
| Value Line-Up<br>(Note that other resources might call this routine Take a Stand.) | A **Value Line-Up** encourages students to organize and deepen their thinking about essential concepts, as they demonstrate agreement or disagreement with a posed statement or point of view, while also expanding understanding by listening to classmates' beliefs. | Whole group, then pairs | 1 Read aloud a statement related to a module idea or concept.<br>2 Students line up based on their level of agreement or disagreement with the statement.<br>3 The single line then folds in half, pairing students such that students who most disagree are partnered with those who most agree.<br>4 Partners discuss their individual positions. |
| Whip Around | A **Whip Around** serves as a quick check for understanding of each student's thinking or a culminating reflection on learning. | Whole group | 1 Pose an open-ended question.<br>2 Individual students jot down or think about their answers.<br>3 Students share their responses one after another until all students have shared their answers.<br>4 If students wrote their answers, each student can strike out her or his answer if someone else says it first. |



Copyright © 2017 Great Minds®

| | | | |
|---|---|---|---|
| Wonder Chart (Variation: Notice and Wonder T-Chart) | A **Wonder Chart** encourages students to think about a new, complex text by writing questions about their areas of curiosity and confusion, then investigating the answers to those questions. Students' questions provide formative assessment data and set the stage for further discussion. | Whole group, small groups, pairs, or individuals | 1 Display a chart with three columns: Questions, Answers in Progress, and Complete Answers.<br>2 After the first read of a text, students write text-based questions on large sticky notes, and then place the notes in the Questions column.<br>3 Select questions to investigate, and/or group similar questions together.<br>4 During later reads of the text, students identify the questions they can now answer with text evidence. They write responses on large sticky notes, and then attach the notes to the relevant question notes.<br>5 As appropriate, move each question-and-answer pair to the Answers in Progress or Complete Answers column.<br><br>Variation:<br><br>**Notice and Wonder T-Chart:** Students create T-charts, recording observations on the left-hand side and questions on the right-hand side. |
| Wonder Wheel (Variation: Question Cube) | A **Wonder Wheel** encourages students to ask a variety of questions using pre-identified question stems. | Whole group, small groups, pairs, or individuals | 1 On chart paper, create a wagon-wheel shape with "I Wonder" in the middle of the wheel.<br>2 Generate a list of question stems that radiate like spokes from the middle of the wheel. Questions stems can be the question words who, where, when, what, why, and how, or more text-specific stems.<br>3 Students choose stems to ask questions about the text.<br><br>Alternatively, students choose a question stem from the wheel and ask as many text-based questions as they can using the chosen stem.<br><br>Variation:<br><br>**Question Cube:** Students roll a cube with a different question stem on each side, generating a new text-based question(s) with each stem they roll. |
| Word Line | A **Word Line** encourages students to order words on a continuum to explore the relative "intensity" or shades of meaning of a word or concept. | Small groups, pairs, or individuals | 1 Select a group of vocabulary words from a text.<br>2 Students write the words in order of intensity. For example, student might rank words from most extreme to least extreme. Consider writing the words on index cards to aid kinesthetic learners.<br>3 Students debrief through discussion. |



Copyright © 2017 Great Minds®

| | | | |
|---|---|---|---|
| Word Wall | A **Word Wall** supports students in tracking, using, and deepening understanding of vocabulary. | Whole group, small groups, pairs, or individuals | 1 Designate a space on the classroom wall.<br>2 When students encounter key vocabulary, have them use sticky notes to add words, definitions, illustrations, and examples to the space.<br>3 Have students refer to the Word Wall to incorporate vocabulary into discussion and writing. |

## VOCABULARY INSTRUCTION EXAMPLES

This section provides examples of how some common strategies and instructional routines can be used for vocabulary instruction in *Wit & Wisdom*.

### Frayer Model (Grades K–8)

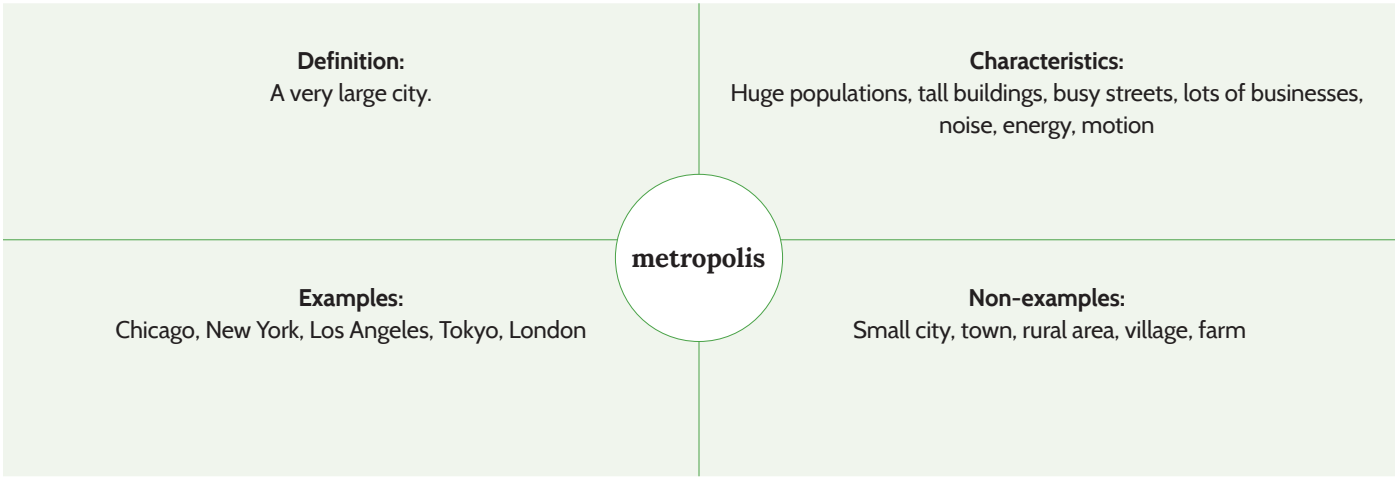
(RL.4, RI.4, L.4)

The Frayer Model is a graphic organizer that students can use to represent their understanding of a word by providing its definition, characteristics, examples, and non-examples. This is a time-intensive strategy and should be used sparingly (focusing on no more than one word in a given day) with words that represent major knowledge-building concepts or crucial text-based understandings. It is also a good way to summarize a concept that has already received some attention.

The strategy works well in small groups of two to four. Several groups can work on the same word and compare their results.

When introducing the Frayer Model, the teacher can place a word in the middle of the organizer, and work with students to fill out the four quadrants. Over time and with practice, students can take more ownership of the process and fill out the organizer with increasing independence.

The following is an example of a Frayer Model for the word *metropolis*.






Copyright © 2017 Great Minds®

## Morpheme Matrix (Grades 3–8)

(L.4)

This strategy exposes students to new roots and affixes. It can be used as a way to introduce a new term or to build upon a known root.

Steps for explicit instruction include the following:

1 Teacher introduces a term and encourages students to break apart the term to its root(s) and affix(es).

Example: reconstruct can be broken into *re–*, *con–*and *struct*.

2 Teacher explicitly teaches the meaning of the root.

Example: *struc*(*t*) means "to build."

3 Teacher encourages students to brainstorm additional words that have the *struct* root.

Example: *instruction*, *structure*, *construction*

4 Students complete a Morpheme Matrix around the root. This can be done individually, or in pairs or groups. The main goal is to see how the root can grow.

<table>
<tr><td>re<br>de</td><td>con</td><td rowspan="4">struct<br>"build"</td><td colspan="2">s<br>ed<br>ing<br>ion<br>or</td></tr>
<tr><td>in</td><td>de</td><td>ive</td><td>ly<br>ity<br>ness</td></tr>
<tr><td colspan="2">in<br>od<br>sub<br>super<br>infra</td><td rowspan="2">ure</td><td>es<br>ed<br>ing</td></tr>
<tr><td colspan="2"></td><td>al</td><td>ly<br>ism<br>ist</td></tr>
</table>

For other examples of morpheme matrices, see the Mini-Matrix Maker (**http://witeng.link/0617**).

5 Teacher selects terms that students generated as the basis for a root discussion.

Example: What does *build* have to do with *instruction*?

6 Students add any newly learned words to their Vocabulary Journals.



Copyright © 2017 Great Minds®

## Outside-In (Grades K–8)

(RL.4, RI.4, L.4)

Students use this strategy to determine the meanings of unknown words as they read. The strategy will work only for words with recognizable roots and affixes, and for the minority of words (about twenty-five percent) that have meanings readers can infer from context. Students will be more likely to derive meaning from the inside if root words or affixes are present but only if they know the meaning of the root or affix.

To introduce the strategy, write the words *Outside* and *Inside* on the board. Invite students to brainstorm by asking, "What kind of evidence can be found outside, or around, a word that might help you know what it means?" (e.g., context clues in neighboring words and sentences and/or illustrations). Then ask, "What kind of evidence can be found inside a word that might help you know what it means?" (e.g., word parts/roots/affixes).

Model for students how to use the strategy.

Example:

*The director made a unilateral decision. He canceled the annual company picnic without discussing it with his managers, which made them angry.*

Share with students how you can look outside of the word for clues.

Say: "The word describes a kind of decision or action. The boss made this kind of decision. It must be a bad decision because it made the managers angry."

Model how you can look inside the word for clues.

Say: "The prefix *uni-* means 'one.' I know that from other words like *unicycle* (a bicycle with just one wheel) or *unicorn* (an animal with one horn). So, I think that *unilateral* means 'one something.' Then I can look outside again. If the boss made a one-something decision, what could it have been? He did not tell the managers about it. He just did it on his own. Maybe unilateral means 'one-way' or 'one-sided.' That seems to work in the sentence: *The director made a one-sided decision.*"

Example taken from: Ebbers, Susan M., and Carolyn A. Denton. "A Root Awakening: Vocabulary Instruction for Older Students with Reading Difficulties." *Learning Disabilities Research and Practice*, volume 23, issue 2, 2008, pp. 90–102.

Notes:

- While it is possible to break down some word parts into even smaller roots, be mindful of the ways in which most people realistically understand words. Atomizing a word into the smallest possible parts, at least at first, may add unnecessary complications.
- When appropriate, prompt students to apply their knowledge of a new morpheme or root to understanding a concept on a deeper level. For instance, after breaking down *democracy* into *demo* ("people") + *crat* ("ruler"), ask students how understanding the word parts helps them understand the concept of democracy as compared to other forms of rule (e.g., plutocracy, aristocracy).



Copyright © 2017 Great Minds®

## Relationship Mapping (Grades K–8)

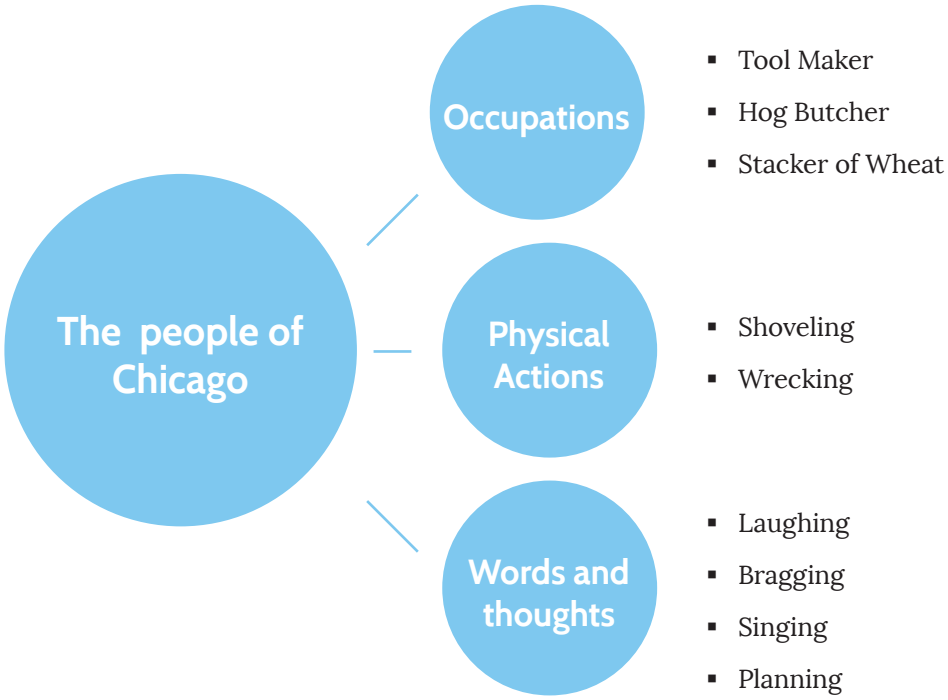
(L.5)

When studying multiple words that have a significant relationship to each other, the teacher (in lower grades) or students (in upper grades) can select several terms from the text or module (e.g., "We have learned about several words this week. How might *community*, *prosper*, *settler*, and *origin* be connected?"). Students then determine a connection between the terms.

With more complex groups of words, students can create a graphic organizer to represent how the words relate. The shape will vary depending on the word relationships (e.g., Venn diagram, spoke wheel, etc.).

Example:

Words from "Chicago" by Carl Sandburg:




## Student-Generated Definitions (Grades 3–8)

(RL.4, RI.4, L.4)

This activity is a follow-up to the Signal Unknown Words routine. It works best after a first or second reading.

1 Before the lesson, the teacher determines a list of text-critical and content words that are likely to be unfamiliar to students. Teachers can use the Module Word List provided in Appendix B of each module as a resource for building the list.



Copyright © 2017 Great Minds®

2 Students individually signal unknown words.

3 The class shares the words aloud with the teacher, who collects them on the board. To avoid spending time on too many low-priority words, the teacher can ask how many students circled the same word. If only two to three students raise their hands for a particular word that is not on the teacher's predetermined list, the word can be set aside for the time being.

4 The teacher adds to the board any words from the Module Word List that students did not.

5 The teacher goes through the list. For words that are not from the Module Word List, the teacher asks for a volunteer to supply the meaning. If no one can, the teacher provides a brief definition and the class moves on. (It is helpful for students to know why certain words are worth spending more time on.)

6 The teacher allocates remaining words evenly among small groups of students.

7 Each small group does the following:

a. Attempts to define its words using word-solving strategies, in the following order:

i. Asks whether any group members know the word already

ii. Looks for clues and/or resources in the text—such as context, appositives, footnotes, or a glossary—that may clearly define the word (This will likely be the case only twenty to fifty percent of the time.)

iii. Determines whether meaning can be derived from roots and/or affixes

b. Verifies meaning in a dictionary, ideally one with student-friendly definitions

c. Returns to the text to confirm that the meaning makes sense in context

8 The class reconvenes, and each group shares definitions with the whole class.

9 Students record definitions in their Vocabulary Journals (only for words they signaled as unknown).

## Word Line (Grades K–8)

(L.5)

When analyzing words that have strong connotations (or a group of words that are close in meaning), students can place the words on a word line to rate the relative intensity of the words. This helps students understand the subtle shades of meaning that differentiate words that are ostensibly synonymous. This strategy works well in small groups; several groups can work on the same word and compare their results.

Example:

Word line for words related to *angry*:

*annoyed* ➔ *exasperated* ➔ *mad* ➔ *angry* ➔ *furious* ➔ *incensed* ➔ *irate* ➔ *apoplectic*

Younger students (Grades K–1) will need more support. See L.K.5.d and L.1.5.d for examples of the types of words that could work well with an activity focused on shades of meaning.



Copyright © 2017 Great Minds®

## SAMPLE ANNOTATION SYMBOLS CHART

| Response | Annotation Symbol |
|---|---|
| Questions and confusions | ? |
| Observations | ● |
| Connections | To other text:<br>→<br>T<br>Within the text:<br>↔<br>To the world:<br>→<br>W |
| Unknown words | WORD |
| Figurative language (e.g., similes, metaphors, personification, alliteration, onomatopoeia, hyperbole, idioms) | [He ran like<br>the wind] |
| Transition words (e.g., first, then, next) | First |
| Key passages to quote or cite later | <> |
| Standard-specific element<br>(e.g., alliteration, point of view, humor, suspense) | ⬭<br>\<br>POV |

## WRITING MODELS

### Informative/Explanatory Writing Models

#### Grades K–1: TopIC

**Make a TopIC sandwich:**

| | | |
|---|---|---|
| Top | Topic | State the topic. |
| I | Information | Supply facts and details about the topic. |
| C | Conclusion | Reinforce your topic. |



Copyright © 2017 Great Minds®

## Grades 2–3: I-TEE-C

**Describe your knowledge to a TEE:**

| | | |
|---|---|---|
| I | Introduction | Introduce your reader to the topic. |
| T | Topic Statement | State your essential idea about the topic. |
| E | Evidence | Supply evidence that develops your topic. |
| E | Elaboration | Explain how the evidence develops your topic. |
| | Evidence | Supply more evidence that develops your topic. |
| | Elaboration | Explain how the evidence develops your topic. |
| C | Conclusion | Reinforce your essential idea. |

## Grades 3–8: To-SEEC (To SEE Clearly)

**Write a To-SEEC paragraph:**

| | | |
|---|---|---|
| To<br>S | Topic Statement | State your essential idea about a topic. |
| E | Evidence | Cite evidence that develops your topic, including necessary context. |
| E | Elaboration | Explain how the evidence develops your topic. |
| C | Concluding Statement | Reinforce your essential idea. |

**Write a To-SEEC essay:**

| | | |
|---|---|---|
| H | Hook | Catch your audience's attention. |
| I | Introduce | Introduce your audience to the topic. |
| T | Thesis | State your essential idea about the topic, and preview your supporting points. |

| | | |
|---|---|---|
| To<br>S | Topic Statement | State a point that supports your thesis. |
| E | Evidence | Cite evidence for your point, including necessary context. |
| E | Elaboration | Explain how the evidence relates to the point. |
| C | Concluding statement | Close the paragraph. |



Copyright © 2017 Great Minds®

| | | |
|---|---|---|
| | Topic Statement | Transition from your last point and state another point that supports your thesis |
| | Evidence | Cite evidence for your point, including necessary context. |
| | Elaboration | Explain how the evidence relates to the point. |
| | Concluding Statement | Close the paragraph. |

| | | |
|---|---|---|
| C | Conclusion | Reinforce your thesis, reflecting on its significance. |

## Opinion/Argument Writing Models

### Grades K–1: OReO

**Make an opinion sandwich:**

| | | |
|---|---|---|
| O | Opinion | Grade K: State an opinion about the topic.<br>Grade 1: Introduce the topic and state an opinion about it. |
| Re | Reasons | Supply reason(s) that support the opinion. |
| O | Opinion | Reinforce your opinion. |

### Grade 2: I-OREO

| | | |
|---|---|---|
| I | Introduction | Introduce your reader to the topic. |
| O | Opinion Statement | State your opinion on the topic. |
| R | Reason | Supply a reason that supports your opinion. |
| E | Evidence | Cite evidence for the reason. |
| | Reason | Supply another reason that supports your opinion. |
| | Evidence | Cite evidence for the reason. |
| O | Opinion Conclusion | Reinforce your opinion in a conclusion. |

### Grades 3–5: OREEO or HI-OREE-CO

**Write an opinion paragraph:**

| | | |
|---|---|---|
| O | Opinion Statement | State your opinion on a topic. |
| R | Reason | Supply a reason that supports your opinion. |
| E | Evidence | Cite evidence for the reason, including necessary context. |
| E | Elaboration | Explain how the evidence relates to the reason. |
| O | Opinion | Reinforce your opinion in a conclusion. |



Copyright © 2017 Great Minds®

Write an opinion essay:

| | | |
|---|---|---|
| H | Hook | Catch your audience's attention. |
| I | Introduce | Introduce your audience to the topic. |
| O | Opinion Statement | State your opinion on the topic and preview your supporting reasons. |

| | | |
|---|---|---|
| R | Reason | State a reason that supports your opinion. |
| E | Evidence | Cite evidence for the reason, including necessary context. |
| E | Elaboration | Explain how the evidence relates to the reason. |
| C | Concluding Statement | Close the paragraph. |

| | | |
|---|---|---|
| | Reason | Transition from your last reason and state another reason that supports your opinion. |
| | Evidence | Cite evidence for the reason, including necessary context. |
| | Elaboration | Explain how the evidence relates to the reason. |
| | Concluding Statement | Close the paragraph. |

| | | |
|---|---|---|
| O | Opinion | Reinforce your opinion, reflecting on its significance. |

## Grades 6–8: CREEA-C or HI-CREEA-CC

**Write an argument paragraph:**

| | | |
|---|---|---|
| C | Claim | State your claim(s) about a topic. |
| R | Reason | State a reason that supports your claim. |
| E | Evidence | Cite evidence for the reason, including necessary context. |
| E | Elaboration | Explain how the evidence relates to the reason. |
| A | Alternate Claim(s)* | Grade 6: Remove this section.<br>Grade 7: Acknowledge alternate or opposing claim(s).<br>Grade 8: Acknowledge and distinguish from alternate or opposing claim(s). |
| C | Concluding Statement | Reinforce your argument. |



Copyright © 2017 Great Minds®

**Write an argument essay:**

| | | |
|---|---|---|
| H | Hook | Catch your audience's attention. |
| I | Introduce | Introduce your audience to the topic. |
| C | Claim | State your claim(s) about the topic and preview your supporting reasons. |

| | | |
|---|---|---|
| R | Reason | State a reason that supports your claim. |
| E | Evidence | Cite evidence for the reason, including necessary context. |
| E | Elaboration | Explain how the evidence relates to the reason. |
| C | Concluding Statement | Close the paragraph. |

| | | |
|---|---|---|
| R | Reason | Transition from your last reason and state another reason that supports your claim. |
| E | Evidence | Cite evidence for the reason, including necessary context. |
| E | Elaboration | Explain how the evidence relates to the reason. |
| C | Concluding Statement | Close the paragraph. |

| | | |
|---|---|---|
| A | Alternate Claim(s)* | Grade 6: Remove this section.<br>Grade 7: Acknowledge alternate or opposing claim(s).<br>Grade 8: Acknowledge and distinguish from alternate or opposing claim(s). |

| | | |
|---|---|---|
| C | Conclusion | Reinforce your argument, reflecting on its significance. |

*Acknowledgement of alternate or opposing claim(s) does not occur in a fixed order; it can happen anywhere in the paragraph or essay.

## Narrative Writing Models

### Grades K–2: CSPER

| | | | |
|---|---|---|---|
| | C | Characters | **Who** the story is about |
| | S | Setting | **When** and **where** the story takes place |



Copyright © 2017 Great Minds®

| | | | |
|---|---|---|---|
| | P | Problem | The main character's challenge |
| | E | Events | **What** happens |
| | R | Resolution | End of the problem |

### Grades 3–8: ESCAPE

ESCAPE into a story:

| | | | |
|---|---|---|---|
| | E | Establish | Grades 3–5: Orient your reader to a situation<br>Grade 6: Engage and orient your reader by establishing a context<br>Grades 7–8: Engage and orient your reader by establishing a context and point of view |
| | S | Setting | **When** and **where** the story takes place |
| | C | Characters | **Who** the story is about and what they want |
| | A | Action | Grades 3–5: **What** events happen and how characters respond<br>Grades 6–8: **What** events happen and how characters experience the events |
| | P | Problem | **What** prevents the main character(s) from getting what they want |
| | E | Ending | Resolution to the problem |

Note: As appropriate in Grades 3–8, emphasize that students can change the sequence of the story elements for effect.



Copyright © 2017 Great Minds®

Copyright © 2017 Great Minds®



# WRITING RUBRICS

| Kindergarten: Informative/Explanatory Writing | | | | |
|---|---|---|---|---|
| | **4 (Exceeds Expectations)** | **3 (Meets Expectations)** | **2 (Partially Meets Expectations)** | **1 (Does Not Yet Meet Expectations)** |
| **Structure** | Using a combination of drawing, dictating, and writing:<br>▪ Responds thoroughly to all elements of prompt<br>▪ Names specific topic<br>▪ Supplies two additional pieces of information about the topic after naming the topic | Using a combination of drawing, dictating, and writing:<br>▪ Responds to all elements of prompt<br>▪ Names general topic<br>▪ Supplies one additional piece of information about the topic after naming the topic | Using a combination of drawing, dictating, and writing:<br>▪ Responds to some elements of prompt<br>▪ Information about topic is supplied; topic is apparent but not explicitly stated | Using a combination of drawing, dictating, and writing:<br>▪ Does not respond to prompt; off-topic<br>▪ Does not supply information about topic; topic is unclear |
| **Development** | With guidance and support such as collaborative planning:<br>▪ Supplies two pieces of evidence from text(s)<br>▪ Evidence provided develops topic | With guidance and support such as collaborative planning:<br>▪ Supplies one piece of evidence from text<br>▪ Evidence provided relates to topic | With guidance and support such as collaborative planning:<br>▪ Supplies general evidence that may not come from text or may not be factually accurate<br>▪ Evidence may not consistently relate to topic | With guidance and support such as collaborative planning:<br>▪ Does not supply evidence |
| **Conventions** | The following only applies when using students' own writing:<br>▪ Shows consistent command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; occasional errors may interfere with meaning but main points are intelligible to reader | The following only applies when using students' own writing:<br>▪ Shows general command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; some errors interfere with meaning | The following only applies when using students' own writing:<br>▪ Shows partial command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors interfere with meaning and some main points are not intelligible to reader | The following only applies when using students' own writing:<br>▪ Does not show command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors significantly interfere with overall meaning and writing is difficult to follow |

*The Kindergarten writing and language standards do not require strategic application of grammar and vocabulary knowledge in students' writing, so the Kindergarten rubrics do not include the Style feature.*

| Kindergarten: Opinion Writing | | | | |
|---|---|---|---|---|
| | **4 (Exceeds Expectations)** | **3 (Meets Expectations)** | **2 (Partially Meets Expectations)** | **1 (Does Not Yet Meet Expectations)** |
| **Structure** | Using a combination of drawing, dictating, and writing:<br>▪ Responds thoroughly to all elements of prompt.<br>▪ Names topic or book with further information about topic or book.<br>▪ States opinion or preference clearly. | Using a combination of drawing, dictating, and writing:<br>▪ Responds to all elements of prompt.<br>▪ Names topic or book.<br>▪ States an opinion or preference. | Using a combination of drawing, dictating, and writing:<br>▪ Responds to some elements of prompt.<br>▪ Attempts to name topic or book but does so in an unclear or inaccurate way.<br>▪ States an unclear opinion or preference. | Using a combination of drawing, dictating, and writing:<br>▪ Does not respond to prompt; off-topic.<br>▪ Does not name topic or book.<br>▪ Does not state an opinion or preference. |
| **Development** | With guidance and support such as collaborative planning:<br>▪ Supports the opinion with a fact or piece of evidence from text(s). | With guidance and support such as collaborative planning:<br>▪ Supports or explains the opinion with information from text(s). | With guidance and support such as collaborative planning:<br>▪ Attempts to explain or support, but support may not relate to the opinion. | With guidance and support such as collaborative planning:<br>▪ Does not support or explain opinion. |
| **Conventions** | The following only applies when using students' own writing:<br>▪ Shows consistent command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; occasional errors may interfere with meaning, but main points are intelligible to reader. | The following only applies when using students' own writing:<br>▪ Shows general command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; some errors interfere with meaning. | The following only applies when using students' own writing:<br>▪ Shows partial command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors interfere with meaning, and some main points are not intelligible to reader. | The following only applies when using students' own writing:<br>▪ Does not show command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors significantly interfere with overall meaning, and writing is difficult to follow. |

*The Kindergarten writing and language standards do not require strategic application of grammar and vocabulary knowledge in students' writing, so the Kindergarten rubrics do not include the Style feature.*

Copyright © 2017 Great Minds®

Copyright © 2017 Great Minds®



| Kindergarten: Narrative Writing | | | | |
|---|---|---|---|---|
| | **4 (Exceeds Expectations)** | **3 (Meets Expectations)** | **2 (Partially Meets Expectations)** | **1 (Does Not Yet Meet Expectations)** |
| **Structure** | Using a combination of drawing, dictating, and writing:<br>▪ Responds thoroughly to all elements of prompt.<br>▪ Narrates several linked events.<br>▪ Tells events in the order in which they occurred.<br>▪ Provides a reaction to what happened that provides a brief sense of closure. | Using a combination of drawing, dictating, and writing:<br>▪ Responds to all elements of prompt.<br>▪ Narrates a single event or several loosely linked events.<br>▪ Tells events in the order in which they occurred.<br>▪ Provides a reaction to what happened. | Using a combination of drawing, dictating, and writing:<br>▪ Responds to some elements of prompt.<br>▪ Attempts to narrate an event, but action or situation is unclear.<br>▪ Events are not told in order in which they occurred.<br>▪ Attempts to provide a reaction; reaction may be unrelated to what happened. | Using a combination of drawing, dictating, and writing:<br>▪ Does not respond to prompt; off-topic.<br>▪ Does not narrate an event.<br>▪ Does not provide a reaction to what happened or an ending. |
| **Conventions** | The following only applies when using students' own writing:<br>▪ Shows consistent command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; occasional errors may interfere with meaning, but main points are intelligible to reader. | The following only applies when using students' own writing:<br>▪ Shows general command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; some errors interfere with meaning. | The following only applies when using students' own writing:<br>▪ Shows partial command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors interfere with meaning, and some main points are not intelligible to reader. | The following only applies when using students' own writing:<br>▪ Does not show command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors significantly interfere with overall meaning, and writing is difficult to follow. |

*Standard W.K.3 does not include elements of Development, so this trait is absent for Kindergarten narrative writing.*
*The Kindergarten writing and language standards do not require strategic application of grammar and vocabulary knowledge in students' writing, so the Kindergarten rubrics do not include the Style feature.*

| Grade 1: Informative/Explanatory Writing | | | | |
|---|---|---|---|---|
| | **4 (Exceeds Expectations)** | **3 (Meets Expectations)** | **2 (Partially Meets Expectations)** | **1 (Does Not Yet Meet Expectations)** |
| **Structure** | ▪ Responds thoroughly to all elements of prompt.<br>▪ Names topic with further introductory or contextual information.<br>▪ Provides three or more additional pieces of information about the topic in middle.<br>▪ Provides a strong sense of closure. | ▪ Responds to all elements of prompt.<br>▪ Names topic.<br>▪ Provides two additional pieces of information about the topic in middle.<br>▪ Provides some sense of closure. | ▪ Responds to some elements of prompt.<br>▪ Refers to topic indirectly without clearly naming or identifying it.<br>▪ Provides one piece of information about the topic in middle.<br>▪ Attempts to provide closure but does so unclearly. | ▪ Does not respond to prompt; off-topic.<br>▪ Does not name or refer to topic.<br>▪ Does not provide additional information.<br>▪ Does not provide closure. |
| **Development** | ▪ With guidance and support such as collaborative planning:<br>▪ Supplies a variety of evidence from text(s), including facts when appropriate.<br>▪ Evidence provided develops topic. | ▪ With guidance and support such as collaborative planning:<br>▪ Supplies evidence from text(s), including facts when appropriate.<br>▪ Evidence provided relates to topic. | ▪ With guidance and support such as collaborative planning:<br>▪ Supplies general evidence that may not come from text or may not be factually accurate.<br>▪ Evidence may not consistently relate to topic. | ▪ With guidance and support such as collaborative planning:<br>▪ Does not supply evidence. |
| **Style** | ▪ Uses conjunctions to signal simple relationships and create compound sentences.<br>▪ Uses several words and phrases specific to the text and topic. | ▪ Uses conjunctions to signal simple relationships.<br>▪ Uses several words and phrases relevant to the text and topic. | ▪ Attempts to use conjunctions but does so incorrectly or with inappropriate words.<br>▪ Uses 1–2 words and phrases related to the topic. | ▪ Does not use conjunctions<br>▪ Uses limited vocabulary inappropriate to the content. |
| **Conventions** | ▪ Shows consistent command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; occasional errors may interfere with meaning, but main points are intelligible to reader. | ▪ Shows general command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; some errors interfere with meaning. | ▪ Shows partial command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors interfere with meaning, and some main points are not intelligible to reader. | ▪ Does not show command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors significantly interfere with overall meaning, and writing is difficult to follow. |

Copyright © 2017 Great Minds®

Copyright © 2017 Great Minds®



| Grade 1: Opinion Writing | | | | |
|---|---|---|---|---|
| | **4 (Exceeds Expectations)** | **3 (Meets Expectations)** | **2 (Partially Meets Expectations)** | **1 (Does Not Yet Meet Expectations)** |
| **Structure** | ▪ Responds thoroughly to all elements of prompt.<br>▪ Introduces topic or names book with further introductory or contextual information.<br>▪ States opinion clearly.<br>▪ Provides two or more additional pieces of information about the topic in middle.<br>▪ Provides a strong sense of closure. | ▪ Responds to all elements of prompt.<br>▪ Introduces topic or names book.<br>▪ States an opinion.<br>▪ Provides one additional piece of information about the topic in middle.<br>▪ Provides some sense of closure. | ▪ Responds to some elements of prompt.<br>▪ Refers to topic or book indirectly without clearly introducing or naming it.<br>▪ States an unclear opinion.<br>▪ Provides additional information about the topic before introducing topic or after closure.<br>▪ Attempts to provide closure but does so unclearly. | ▪ Does not respond to prompt; off-topic.<br>▪ Does not name or refer to topic or book.<br>▪ Does not state an opinion.<br>▪ Does not provide additional information.<br>▪ Does not provide closure. |
| **Development** | With guidance and support such as collaborative planning:<br>▪ Supplies two or more reasons that support opinion well. | With guidance and support such as collaborative planning:<br>▪ Supplies at least one reason that relates to the opinion. | With guidance and support such as collaborative planning:<br>▪ Supplies a reason that does not relate to the opinion. | With guidance and support such as collaborative planning:<br>▪ Does not supply a reason. |
| **Style** | ▪ Uses conjunctions to signal simple relationships and create compound sentences.<br>▪ Uses several words and phrases specific to the text and topic. | ▪ Uses conjunctions to signal simple relationships.<br>▪ Uses several words and phrases relevant to the text and topic. | ▪ Attempts to use conjunctions but does so incorrectly or with inappropriate words.<br>▪ Uses 1–2 words and phrases related to the topic. | ▪ Does not use conjunctions.<br>▪ Uses limited vocabulary inappropriate to the content. |
| **Conventions** | ▪ Shows consistent command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; occasional errors may interfere with meaning, but main points are intelligible to reader. | ▪ Shows general command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; some errors interfere with meaning. | ▪ Shows partial command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors interfere with meaning, and some main points are not intelligible to reader. | ▪ Does not show command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors significantly interfere with overall meaning, and writing is difficult to follow. |

| Grade 1: Narrative Writing | | | | |
|---|---|---|---|---|
| | **4 (Exceeds Expectations)** | **3 (Meets Expectations)** | **2 (Partially Meets Expectations)** | **1 (Does Not Yet Meet Expectations)** |
| **Structure** | ▪ Responds thoroughly to all elements of prompt.<br>▪ Recounts three or more appropriately sequenced events.<br>▪ Provides a more thorough sense of closure.<br>▪ Uses a variety of temporal words to signal event order. | ▪ Responds to all elements of prompt.<br>▪ Recounts two or more appropriately sequenced events.<br>▪ Provides a sense of closure.<br>▪ Uses temporal words to signal event order. | ▪ Responds to some elements of prompt.<br>▪ Recounts only one event or recounts two or more events in a confusing or unclear sequence.<br>▪ Attempts to provide a sense of closure, but ending is unclear.<br>▪ Inconsistently or incorrectly uses temporal words to signal event order. | ▪ Does not respond to prompt; off-topic.<br>▪ Does not recount any events.<br>▪ Does not provide closure.<br>▪ Does not use temporal words. |
| **Development** | With guidance and support such as collaborative planning:<br>▪ Includes several precise or well-chosen details to describe what happened. | With guidance and support such as collaborative planning:<br>▪ Includes two or more details to describe what happened. | With guidance and support such as collaborative planning:<br>▪ Includes one or two general details. | With guidance and support such as collaborative planning:<br>▪ Does not include details to describe what happened. |
| **Style** | ▪ Uses a variety of adjectives effectively.<br>▪ Uses several words and phrases specific to the text and topic. | ▪ Uses frequently occurring adjectives.<br>▪ Uses several words and phrases relevant to the text and topic. | ▪ Attempts to use adjectives but may be improperly used.<br>▪ Uses 1–2 words and phrases related to the topic. | ▪ Does not use adjectives.<br>▪ Uses limited vocabulary inappropriate to the content. |
| **Conventions** | ▪ Shows consistent command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; occasional errors may interfere with meaning, but main points are intelligible to reader. | ▪ Shows general command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; some errors interfere with meaning. | ▪ Shows partial command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors interfere with meaning, and some main points are not intelligible to reader. | ▪ Does not show command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors significantly interfere with overall meaning, and writing is difficult to follow. |

Copyright © 2017 Great Minds®

| Grade 2: Informative/Explanatory Writing | | | | |
|---|---|---|---|---|
| | **4 (Exceeds Expectations)** | **3 (Meets Expectations)** | **2 (Partially Meets Expectations)** | **1 (Does Not Yet Meet Expectations)** |
| **Structure** | ▪ Responds thoroughly to all elements of prompt.<br>▪ Introduces topic thoroughly.<br>▪ Provides three or more additional pieces of information about the topic in middle.<br>▪ Provides a strong concluding statement or section. | ▪ Responds to all elements of prompt.<br>▪ Introduces topic.<br>▪ Provides two additional pieces of information about the topic in middle.<br>▪ Provides a concluding statement or section. | ▪ Responds to some elements of prompt.<br>▪ References topic but does not clearly introduce it.<br>▪ Provides one piece of information about the topic in middle.<br>▪ Provides a brief or unclear sense of closure. | ▪ Does not respond to prompt; off-topic.<br>▪ Does not introduce or reference topic.<br>▪ Does not provide additional information.<br>▪ Does not provide closure. |
| **Development** | ▪ Develops topic with a variety of evidence from text(s).<br>▪ Evidence provided strongly and clearly develops points. | ▪ Develops topic with evidence from text(s).<br>▪ Evidence provided relates to topic and develops points. | ▪ Develops topic with general evidence that may not come from text or may not be factually accurate.<br>▪ Evidence may not consistently relate to topic. | ▪ Does not provide evidence. |
| **Style** | ▪ Uses a variety of appropriately chosen simple and compound sentences.<br>▪ Uses several words and phrases specific to the text and topic. | ▪ Uses simple and compound sentences.<br>▪ Uses several words and phrases relevant to the text and topic. | ▪ Attempts to use one or two compound sentences but may be improperly used.<br>▪ Uses 1–2 words and phrases related to the topic. | ▪ Does not use compound sentences.<br>▪ Uses limited vocabulary inappropriate to the content. |
| **Conventions** | ▪ Shows consistent command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; occasional errors may interfere with meaning, but main points are intelligible to reader. | ▪ Shows general command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; some errors interfere with meaning. | ▪ Shows partial command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors interfere with meaning, and some main points are not intelligible to reader. | ▪ Does not show command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors significantly interfere with overall meaning, and writing is difficult to follow. |

Copyright © 2017 Great Minds®

| Grade 2: Opinion Writing | | | | |
|---|---|---|---|---|
| | **4 (Exceeds Expectations)** | **3 (Meets Expectations)** | **2 (Partially Meets Expectations)** | **1 (Does Not Yet Meet Expectations)** |
| **Structure** | ▪ Responds thoroughly to all elements of prompt.<br>▪ Introduces topic or book thoroughly.<br>▪ States opinion clearly.<br>▪ Supplies reasons in the middle that are listed or organized in a logical way.<br>▪ Provides a strong concluding statement or section.<br>▪ Uses a variety of well-chosen linking words to connect opinion and reasons. | ▪ Responds to all elements of prompt.<br>▪ Introduces topic or book.<br>▪ States an opinion.<br>▪ Supplies reasons in the middle.<br>▪ Provides a concluding statement or section.<br>▪ Uses linking words to connect opinion and reasons. | ▪ Responds to some elements of prompt.<br>▪ References topic but does not clearly introduce it.<br>▪ States an unclear opinion.<br>▪ Supplies reasons before introducing topic or after conclusion.<br>▪ Provides a brief or unclear sense of closure.<br>▪ Inconsistently or incorrectly uses linking words to connect opinion and reasons. | ▪ Does not respond to prompt; off-topic.<br>▪ Does not introduce or reference topic or book.<br>▪ Does not state an opinion.<br>▪ Does not supply a reason.<br>▪ Does not provide closure.<br>▪ Does not use linking words. |
| **Development** | ▪ Supplies two or more reasons that show insightful understanding of text.<br>▪ Reasons clearly and convincingly support opinion. | ▪ Supplies two or more reasons.<br>▪ Reasons support the opinion. | ▪ Supplies one reason.<br>▪ Reason may not clearly support the opinion. | ▪ Does not supply a reason. |
| **Style** | ▪ Uses a variety of appropriately chosen simple and compound sentences.<br>▪ Uses several words and phrases specific to the text and topic. | ▪ Uses simple and compound sentences.<br>▪ Uses several words and phrases relevant to the text and topic. | ▪ Attempts to use one or two compound sentences but may be improperly used.<br>▪ Uses 1–2 words and phrases related to the topic. | ▪ Does not use compound sentences.<br>▪ Uses limited vocabulary inappropriate to the content. |
| **Conventions** | ▪ Shows consistent command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; occasional errors may interfere with meaning, but main points are intelligible to reader. | ▪ Shows general command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; some errors interfere with meaning. | ▪ Shows partial command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors interfere with meaning, and some main points are not intelligible to reader. | ▪ Does not show command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors significantly interfere with overall meaning, and writing is difficult to follow. |

Copyright © 2017 Great Minds®

Copyright © 2017 Great Minds®



| Grade 2: Narrative Writing | | | | |
|---|---|---|---|---|
| | **4 (Exceeds Expectations)** | **3 (Meets Expectations)** | **2 (Partially Meets Expectations)** | **1 (Does Not Yet Meet Expectations)** |
| **Structure** | ▪ Responds thoroughly to all elements of prompt.<br>▪ Recounts a well-elaborated event or short sequence of events that flows well.<br>▪ Provides a more thorough sense of closure.<br>▪ Uses a variety of temporal words to signal event order. | ▪ Responds to all elements of prompt.<br>▪ Recounts a well-elaborated event or short sequence of events.<br>▪ Provides a sense of closure.<br>▪ Uses temporal words to signal event order. | ▪ Responds to some elements of prompt.<br>▪ Recounts events in a confusing or unclear sequence.<br>▪ Attempts to provide a sense of closure, but ending is unclear.<br>▪ Inconsistently or incorrectly uses temporal words to signal event order. | ▪ Does not respond to prompt; off-topic.<br>▪ Does not recount any events.<br>▪ Does not provide a sense of closure.<br>▪ Does not use temporal words. |
| **Development** | ▪ Includes several precise or well-chosen details to describe actions, thoughts, and feelings. | ▪ Includes some details to describe actions, thoughts, and feelings. | ▪ Includes one or two general details. | ▪ Does not include details to describe actions, thoughts, and feelings. |
| **Style** | ▪ Uses a variety of appropriately chosen simple and compound sentences.<br>▪ Uses several precise or well-chosen adjectives and adverbs to describe things. | ▪ Uses simple and compound sentences.<br>▪ Uses several adjectives and adverbs to describe things. | ▪ Attempts to use one or two compound sentences but may be improperly used.<br>▪ Uses one or two adjectives and adverbs to describe things. | ▪ Does not use compound sentences.<br>▪ Does not use adjectives and adverbs to describe things. |
| **Conventions** | ▪ Shows consistent command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; occasional errors may interfere with meaning, but main points are intelligible to reader. | ▪ Uses simple and compound sentences.<br>▪ Shows general command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; some errors interfere with meaning. | ▪ Shows partial command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors interfere with meaning, and some main points are not intelligible to reader. | ▪ Does not show command of end-of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors significantly interfere with overall meaning, and writing is difficult to follow. |

| Grade 3: Informative/Explanatory Writing | | | | |
|---|---|---|---|---|
| | **4 (Exceeds Expectations)** | **3 (Meets Expectations)** | **2 (Partially Meets Expectations)** | **1 (Does Not Yet Meet Expectations)** |
| **Structure** | ▪ Responds thoroughly to all elements of prompt.<br>▪ Maintains focus on topic throughout piece.<br>▪ Introduces topic thoroughly.<br>▪ Groups related information about the topic together into clear categories or paragraphs.<br>▪ Provides a concluding statement or section that refers to topic and adds insight.<br>▪ Uses a variety of well-chosen linking words and phrases to connect ideas. | ▪ Responds to all elements of prompt.<br>▪ Maintains focus on topic throughout piece with occasional departures.<br>▪ Introduces topic.<br>▪ Groups related information about the topic together.<br>▪ Provides a concluding statement or section that refers to topic.<br>▪ Uses linking words and phrases to connect ideas. | ▪ Responds to some elements of prompt.<br>▪ Often departs from focus on topic.<br>▪ Attempts to introduce topic but does so in a general, incomplete, or inaccurate way.<br>▪ Related information about the topic is partially or inconsistently grouped together.<br>▪ Provides a brief concluding idea that does not clearly refer to topic.<br>▪ Inconsistently or incorrectly uses linking words and phrases to connect ideas. | ▪ Does not respond to prompt; off-topic.<br>▪ Piece lacks focus on topic.<br>▪ Does not introduce topic.<br>▪ Information is randomly organized and not grouped.<br>▪ Does not provide a concluding statement or section.<br>▪ Does not use linking words or phrases. |
| **Development** | ▪ Develops topic with a variety of evidence from text(s).<br>▪ Examines or analyzes the topic with additional insight or thoroughness. | ▪ Develops topic with evidence from text(s).<br>▪ Examines or analyzes the topic. | ▪ Develops topic with general evidence that may not come from text or may be factually inaccurate.<br>▪ Partially or briefly examines or analyzes the topic. | ▪ Does not provide evidence.<br>▪ Does not examine or analyze the topic. |
| **Style** | ▪ Uses a variety of appropriately chosen simple, compound, and complex sentences.<br>▪ Uses precise general academic language<br>▪ appropriate to the task. | ▪ Uses simple, compound, and complex sentences.<br>▪ Uses general academic language. | ▪ Attempts to use one or two compound or complex sentences but may be improperly used.<br>▪ Uses a few general academic words. | ▪ Does not use compound or complex sentences.<br>▪ Uses limited vocabulary inappropriate to the content. |
| **Conventions** | ▪ Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning. | ▪ Shows general command of grammar, mechanics, spelling, and usage; some errors may interfere with meaning. | ▪ Shows inconsistent command of grammar, mechanics, spelling, and usage; errors interfere with meaning. | ▪ Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning, and writing is difficult to follow. |

Copyright © 2017 Great Minds®

Copyright © 2017 Great Minds®



| Grade 3: Opinion Writing | | | | |
|---|---|---|---|---|
| | **4 (Exceeds Expectations)** | **3 (Meets Expectations)** | **2 (Partially Meets Expectations)** | **1 (Does Not Yet Meet Expectations)** |
| **Structure** | ▪ Responds thoroughly to all elements of prompt.<br>▪ Maintains focus on opinion/point of view.<br>▪ Introduces topic or text clearly.<br>▪ States opinion clearly.<br>▪ Lists or organizes reasons<br>▪ into clear categories or paragraphs.<br>▪ Provides a concluding statement or section that refers to opinion and adds insight.<br>▪ Uses a variety of well-chosen linking words and phrases to connect opinion and reasons. | ▪ Responds to all elements of prompt.<br>▪ Maintains focus on opinion/ point of view with occasional departures.<br>▪ Introduces topic or text.<br>▪ States an opinion.<br>▪ Lists or organizes reasons.<br>▪ Provides a concluding statement or section that refers to opinion.<br>▪ Uses linking words and phrases to connect opinion and reasons. | ▪ Responds to some elements of prompt.<br>▪ Often departs from focus on opinion/point of view.<br>▪ Attempts to introduce topic or text but does so in a general, incomplete, or inaccurate way.<br>▪ States an unclear opinion.<br>▪ Reasons are not clearly listed or organized.<br>▪ Provides a brief concluding idea that does not clearly refer to opinion.<br>▪ Inconsistently or incorrectly uses linking words and phrases to connect opinion and reasons. | ▪ Does not respond to prompt; off-topic.<br>▪ Lacks focus on opinion/point of view.<br>▪ Does not introduce topic or text.<br>▪ Does not state an opinion.<br>▪ Reasons are not organized.<br>▪ Does not provide a concluding statement or section.<br>▪ Does not use linking words or phrases. |
| **Development** | ▪ Supports opinion with reasons and supporting evidence or details. | ▪ Supports opinion with reasons. | ▪ Provides reasons that may not clearly support opinion. | ▪ Does not support opinion with reasons. |
| **Style** | ▪ Uses a variety of appropriately chosen simple, compound, and complex sentences.<br>▪ Uses precise general academic language<br>▪ appropriate to the task. | ▪ Uses simple, compound, and complex sentences.<br>▪ Uses general academic language. | ▪ Attempts to use one or two compound or complex sentences but may be improperly used.<br>▪ Uses a few general academic words. | ▪ Does not use compound or complex sentences.<br>▪ Uses limited vocabulary inappropriate to the content. |
| **Conventions** | ▪ Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning. | ▪ Shows general command of grammar, mechanics, spelling, and usage; some errors may interfere with meaning. | ▪ Shows inconsistent command of grammar, mechanics, spelling, and usage; errors interfere with meaning. | ▪ Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning, and writing is difficult to follow. |

| Grade 3: Narrative Writing | | | | |
|---|---|---|---|---|
| | **4 (Exceeds Expectations)** | **3 (Meets Expectations)** | **2 (Partially Meets Expectations)** | **1 (Does Not Yet Meet Expectations)** |
| **Structure** | ▪ Responds thoroughly to all elements of prompt.<br>▪ Skillfully establishes a situation and introduces a narrator and/or characters.<br>▪ Organizes a clear event sequence that unfolds naturally.<br>▪ Provides complete closure.<br>▪ Uses a variety of well-chosen temporal words and phrases to signal event order. | ▪ Responds to all elements of prompt.<br>▪ Establishes a situation and introduces a narrator and/or characters.<br>▪ Organizes an event sequence that unfolds naturally.<br>▪ Provides a sense of closure.<br>▪ Uses temporal words and phrases to signal event order. | ▪ Responds to some elements of prompt.<br>▪ Partially or unclearly establishes a situation and introduces a narrator and/or characters.<br>▪ Organizes an event sequence that may be occasionally confusing or have logical gaps.<br>▪ Attempts to provide a sense of closure, but ending is unclear.<br>▪ Inconsistently or incorrectly uses temporal words and phrases to signal event order. | ▪ Does not respond to prompt; off-topic.<br>▪ Does not establish a situation for the reader; narrator and/or characters are lacking or undefined.<br>▪ Events unfold in a random or confusing manner so that reader cannot follow a sequence.<br>▪ Does not provide a sense of closure.<br>▪ Does not use temporal words and phrases. |
| **Development** | ▪ Uses dialogue and description to effectively and thoroughly develop events and characters. | ▪ Uses dialogue and description to effectively develop events and characters. | ▪ Uses occasional or brief dialogue and description to develop events and characters. | ▪ Does not use dialogue or description to develop events and characters. |
| **Style** | ▪ Uses a variety of appropriately chosen simple, compound, and complex sentences.<br>▪ Uses several precise or well-chosen adjectives and adverbs to describe things with greater specificity. | ▪ Uses simple, compound, and complex sentences.<br>▪ Uses several adjectives and adverbs to describe things. | ▪ Attempts to use one or two compound or complex sentences but may be improperly used.<br>▪ Uses one or two adjectives and adverbs to describe things. | ▪ Does not use compound or complex sentences.<br>▪ Uses limited vocabulary inappropriate to the content.<br>▪ Does not use adjectives and adverbs to describe things. |
| **Conventions** | ▪ Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning. | ▪ Shows general command of grammar, mechanics, spelling, and usage; some errors may interfere with meaning. | ▪ Shows inconsistent command of grammar, mechanics, spelling, and usage; errors interfere with meaning. | ▪ Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning, and writing is difficult to follow. |

Copyright © 2017 Great Minds®

Copyright © 2017 Great Minds®



| Grade 4: Informative/Explanatory Writing | | | | |
|---|---|---|---|---|
| | **4 (Exceeds Expectations)** | **3 (Meets Expectations)** | **2 (Partially Meets Expectations)** | **1 (Does Not Yet Meet Expectations)** |
| **Structure** | ▪ Responds thoroughly to all elements of prompt.<br>▪ Maintains focus throughout piece.<br>▪ Introduces topic clearly and thoroughly.<br>▪ Organizes related information effectively into paragraphs and sections.<br>▪ Provides a strong conclusion that relates to and expands on the explanation.<br>▪ Skillfully uses transitions to link ideas within categories. | ▪ Responds to all elements of prompt.<br>▪ Maintains focus throughout piece, with occasional departures.<br>▪ Introduces topic clearly.<br>▪ Organizes related information into paragraphs and sections.<br>▪ Provides a conclusion that relates to the explanation.<br>▪ Uses transitions to link ideas within categories. | ▪ Responds to some elements of prompt.<br>▪ Often departs from focus on topic.<br>▪ Introduces topic in an incomplete or unclear way.<br>▪ Ideas are somewhat organized but may be unrelated or lumped together.<br>▪ Provides a conclusion that is incomplete or may not relate to the explanation<br>▪ Inconsistently or inappropriately uses transitions to link ideas. | ▪ Does not respond to prompt; off-topic.<br>▪ Piece lacks focus on topic.<br>▪ Does not introduce topic.<br>▪ Ideas are unrelated and disorganized.<br>▪ Does not provide a conclusion.<br>▪ Does not use transitions to link ideas. |
| **Development** | ▪ Develops topic with a variety of evidence from text(s) that is closely related to the topic.<br>▪ Elaborates upon evidence thoroughly with accurate analysis. | ▪ Develops topic with evidence from text(s) that is related to the topic.<br>▪ Elaborates upon evidence with explanation or analysis. | ▪ Develops topic with evidence from texts(s).<br>▪ Elaborates upon evidence vaguely or superficially. | ▪ Does not use evidence from text(s).<br>▪ Does not elaborate upon evidence. |
| **Style** | ▪ Uses precise language and domain-specific vocabulary.<br>▪ Writing shows exceptional awareness and skill in addressing audience's needs. | ▪ Varies sentence patterns.<br>▪ Uses domain-specific vocabulary.<br>▪ Writing is appropriate to audience. | ▪ Varies sentence patterns occasionally.<br>▪ Uses general vocabulary with a few domain-specific words.<br>▪ Writing is appropriate to audience. | ▪ Sentence patterns are basic and repetitive.<br>▪ Uses limited vocabulary inappropriate to the content.<br>▪ Writing is inappropriate to audience. |
| **Conventions** | ▪ Shows strong command of grammar, mechanics, spelling, and usage; errors are few. | ▪ Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning. | ▪ Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning. | ▪ Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning, and writing is difficult to follow. |

| Grade 4: Opinion Writing | | | | |
|---|---|---|---|---|
| | **4 (Exceeds Expectations)** | **3 (Meets Expectations)** | **2 (Partially Meets Expectations)** | **1 (Does Not Yet Meet Expectations)** |
| **Structure** | ▪ Responds thoroughly to all elements of prompt.<br>▪ Maintains focus on opinion/point of view throughout piece.<br>▪ Introduces topic or text(s) clearly and thoroughly.<br>▪ States opinion clearly.<br>▪ Organizes related ideas to support opinion.<br>▪ Provides a strong conclusion that relates to and expands on the opinion.<br>▪ Skillfully uses transitions to link opinion and reasons. | ▪ Responds to all elements of prompt.<br>▪ Maintains focus on opinion/point of view throughout piece, with occasional departures.<br>▪ Introduces topic or text(s) clearly.<br>▪ States an opinion.<br>▪ Organizes related ideas to support opinion.<br>▪ Provides a conclusion that relates to the opinion.<br>▪ Uses transitions to link opinion and reasons. | ▪ Responds to some elements of prompt.<br>▪ Often departs from focus on opinion/point of view.<br>▪ Introduces topic or text(s) in an incomplete or unclear way.<br>▪ States an unclear opinion.<br>▪ Ideas are somewhat organized but may be unrelated or lumped together.<br>▪ Provides a conclusion that is incomplete or may not relate to the opinion.<br>▪ Inconsistently or inappropriately uses transitions to link opinion and reasons. | ▪ Does not respond to prompt; off-topic.<br>▪ Piece lacks focus on opinion/point of view.<br>▪ Does not introduce topic or text(s).<br>▪ Does not state an opinion.<br>▪ Ideas are unrelated and disorganized.<br>▪ Does not provide a conclusion.<br>▪ Does not use transitions to link opinion and reasons. |
| **Development** | ▪ Supports opinion with reasons that are supported by a variety of evidence from text(s).<br>▪ Elaborates upon evidence thoroughly. | ▪ Supports opinion with reasons that are supported by evidence from text(s).<br>▪ Elaborates upon evidence. | ▪ Provides reasons that may not clearly support opinion or are not well-supported by evidence from text(s).<br>▪ Elaborates upon evidence vaguely or superficially. | ▪ Does not support opinion with reasons or evidence from text(s).<br>▪ Does not elaborate upon evidence. |
| **Style** | ▪ Uses precise language and domain-specific vocabulary.<br>▪ Writing shows exceptional awareness and skill in addressing audience's needs. | ▪ Varies sentence patterns.<br>▪ Uses domain-specific vocabulary.<br>▪ Writing is appropriate to audience. | ▪ Varies sentence patterns occasionally.<br>▪ Uses general vocabulary with a few domain-specific words.<br>▪ Writing is appropriate to audience. | ▪ Sentence patterns are basic and repetitive.<br>▪ Uses limited vocabulary inappropriate to the content.<br>▪ Writing is inappropriate to audience. |
| **Conventions** | ▪ Shows strong command of grammar, mechanics, spelling, and usage; errors are few. | ▪ Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning. | ▪ Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning. | ▪ Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning, and writing is difficult to follow. |

Copyright © 2017 Great Minds®

| Grade 4: Narrative Writing | | | | |
|---|---|---|---|---|
| | **4 (Exceeds Expectations)** | **3 (Meets Expectations)** | **2 (Partially Meets Expectations)** | **1 (Does Not Yet Meet Expectations)** |
| **Structure** | ▪ Responds thoroughly to all elements of prompt.<br>▪ Orients the reader skillfully by establishing a situation and introducing a narrator and/or characters.<br>▪ Organizes a clear event sequence that unfolds naturally.<br>▪ Provides a conclusion that follows from and brings resolution to the narration.<br>▪ Skillfully uses a variety of transitions to manage sequence of events. | ▪ Responds to all elements of prompt.<br>▪ Orients the reader by establishing a situation and introducing a narrator and/or characters.<br>▪ Organizes an event sequence that unfolds naturally.<br>▪ Provides a conclusion that follows from the narrated experiences or events.<br>▪ Uses a variety of transitions to manage sequence of events. | ▪ Responds to some elements of prompt.<br>▪ Partially orients the reader by establishing a situation and introducing a narrator and/or characters in an unclear way.<br>▪ Organizes an event sequence that may be occasionally confusing or have logical gaps.<br>▪ Provides a conclusion that is incomplete or does not follow from the narrated experiences or events.<br>▪ Inconsistently or inappropriately uses transitions to manage sequence of events. | ▪ Does not respond to prompt; off-topic.<br>▪ Does not establish a situation for the reader; narrator and/or characters are lacking or undefined.<br>▪ Events unfold in a random or confusing manner so that reader cannot follow a sequence.<br>▪ Does not provide a conclusion.<br>▪ Does not use transitions to sequence events. |
| **Development** | ▪ Uses dialogue and description to effectively and thoroughly develop events and characters.<br>▪ Uses sensory details to convey events precisely and vividly. | ▪ Uses dialogue and description to effectively develop events and characters.<br>▪ Uses sensory details to convey events precisely. | ▪ Uses occasional or brief dialogue and description to develop events and characters.<br>▪ Uses some sensory details to convey events. | ▪ Does not use dialogue or description to develop events and characters.<br>▪ Includes few or no sensory details. |
| **Style** | ▪ Uses concrete words and phrases to convey events precisely and vividly<br>▪ Writing shows exceptional awareness and skill in addressing audience's needs | ▪ Varies sentence patterns<br>▪ Uses concrete words and phrases to convey events precisely<br>▪ Writing is appropriate to audience | ▪ Varies sentence patterns occasionally<br>▪ Uses some concrete words and phrases to convey events<br>▪ Writing is somewhat appropriate to audience | ▪ Sentence patterns are basic and repetitive.<br>▪ Includes few or no concrete words and phrases.<br>▪ Writing is inappropriate to audience. |
| **Conventions** | ▪ Shows strong command of grammar, mechanics, spelling, and usage; errors are few. | ▪ Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning. | ▪ Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning. | ▪ Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning, and writing is difficult to follow. |

Copyright © 2017 Great Minds®

| Grade 5: Informative/Explanatory Writing | | | | |
|---|---|---|---|---|
| | **4 (Exceeds Expectations)** | **3 (Meets Expectations)** | **2 (Partially Meets Expectations)** | **1 (Does Not Yet Meet Expectations)** |
| **Structure** | ▪ Responds thoroughly to all elements of prompt.<br>▪ Provides a focus for topic and maintains focus throughout piece.<br>▪ Introduces topic clearly and thoroughly.<br>▪ Organizes related information logically and effectively into paragraphs and sections.<br>▪ Provides a strong conclusion that relates to and expands on the explanation.<br>▪ Skillfully uses transitions to link ideas within and across categories. | ▪ Responds to all elements of prompt.<br>▪ Provides a focus for topic and maintains focus throughout piece, with occasional departures.<br>▪ Introduces topic clearly.<br>▪ Organizes related information into paragraphs and sections.<br>▪ Provides a conclusion that relates to the explanation.<br>▪ Uses transitions to link ideas within categories. | ▪ Responds to some elements of prompt.<br>▪ Often departs from focus on topic.<br>▪ Introduces topic in an incomplete or unclear way.<br>▪ Ideas are somewhat organized but may be unrelated or lumped together.<br>▪ Provides a conclusion that is incomplete or may not relate to the explanation.<br>▪ Inconsistently or inappropriately uses transitions to link ideas. | ▪ Does not respond to prompt; off-topic.<br>▪ Piece lacks focus on topic.<br>▪ Does not introduce topic.<br>▪ Ideas are unrelated and disorganized.<br>▪ Does not provide a conclusion.<br>▪ Does not use transitions to link ideas. |
| **Development** | ▪ Develops topic with a variety of evidence from text(s) that is closely related to the topic.<br>▪ Elaborates upon evidence thoroughly with accurate analysis. | ▪ Develops topic with evidence from text(s) that is related to the topic.<br>▪ Elaborates upon evidence with explanation or analysis. | ▪ Develops topic with evidence from texts(s).<br>▪ Elaborates upon evidence vaguely or superficially. | ▪ Does not use evidence from text(s).<br>▪ Does not elaborate upon evidence. |
| **Style** | ▪ Varies sentence patterns for clarity, interest, style.<br>▪ Uses precise language and domain-specific vocabulary.<br>▪ Writing shows exceptional awareness and skill in addressing audience's needs. | ▪ Varies sentence patterns.<br>▪ Uses domain-specific vocabulary.<br>▪ Writing is appropriate to audience. | ▪ Varies sentence patterns occasionally<br>▪ Uses general vocabulary with a few domain-specific words<br>▪ Writing is appropriate to audience | ▪ Sentence patterns are basic and repetitive<br>▪ Uses limited vocabulary inappropriate to the content<br>▪ Writing is inappropriate to audience |
| **Conventions** | ▪ Shows strong command of grammar, mechanics, spelling, and usage; errors are few. | ▪ Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning. | ▪ Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning. | ▪ Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning, and writing is difficult to follow. |

Copyright © 2017 Great Minds®

| Grade 5: Opinion Writing | | | | |
|---|---|---|---|---|
| | **4 (Exceeds Expectations)** | **3 (Meets Expectations)** | **2 (Partially Meets Expectations)** | **1 (Does Not Yet Meet Expectations)** |
| **Structure** | ▪ Responds thoroughly to all elements of prompt.<br>▪ Maintains focus on opinion/point of view throughout piece.<br>▪ Introduces topic or text(s) clearly and thoroughly.<br>▪ States opinion clearly.<br>▪ Organizes related ideas logically to support opinion.<br>▪ Provides a strong conclusion that relates to and expands on the opinion.<br>▪ Skillfully uses transitions to link opinion and reasons. | ▪ Responds to all elements of prompt.<br>▪ Maintains focus on opinion/point of view throughout piece, with occasional departures.<br>▪ Introduces topic or text(s) clearly.<br>▪ States an opinion.<br>▪ Organizes related ideas to support opinion.<br>▪ Provides a conclusion that relates to the opinion.<br>▪ Uses transitions to link opinion and reasons. | ▪ Responds to some elements of prompt.<br>▪ Often departs from focus on opinion/point of view.<br>▪ Introduces topic or text(s) in an incomplete or unclear way.<br>▪ States an unclear opinion.<br>▪ Ideas are somewhat organized but may be unrelated or lumped together.<br>▪ Provides a conclusion that is incomplete or may not relate to the opinion.<br>▪ Inconsistently or inappropriately uses transitions to link opinion and reasons. | ▪ Does not respond to prompt; off-topic.<br>▪ Piece lacks focus on opinion/point of view.<br>▪ Does not introduce topic or text(s).<br>▪ Does not state an opinion.<br>▪ Ideas are unrelated and disorganized.<br>▪ Does not provide a conclusion.<br>▪ Does not use transitions to link opinion and reasons. |
| **Development** | ▪ Supports opinion with logically ordered reasons that are supported by a variety of evidence from text(s).<br>▪ Elaborates upon evidence thoroughly. | ▪ Supports opinion with reasons that are supported by evidence from text(s).<br>▪ Elaborates upon evidence. | ▪ Provides reasons that may not clearly support opinion or are not well-supported by evidence from text(s).<br>▪ Elaborates upon evidence vaguely or superficially. | ▪ Does not support opinion with reasons or evidence from text(s).<br>▪ Does not elaborate upon evidence. |
| **Style** | ▪ Varies sentence patterns for clarity, interest, style.<br>▪ Uses precise language and domain-specific vocabulary.<br>▪ Writing shows exceptional awareness and skill in addressing audience's needs. | ▪ Varies sentence patterns.<br>▪ Uses domain-specific vocabulary.<br>▪ Writing is appropriate to audience. | ▪ Varies sentence patterns occasionally.<br>▪ Uses general vocabulary with a few domain-specific words.<br>▪ Writing is appropriate to audience. | ▪ Sentence patterns are basic and repetitive.<br>▪ Uses limited vocabulary inappropriate to the content.<br>▪ Writing is inappropriate to audience. |
| **Conventions** | ▪ Shows strong command of grammar, mechanics, spelling, and usage; errors are few. | ▪ Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning. | ▪ Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning. | ▪ Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning, and writing is difficult to follow. |

Copyright © 2017 Great Minds®

| Grade 5: Narrative Writing | | | | |
|---|---|---|---|---|
| | **4 (Exceeds Expectations)** | **3 (Meets Expectations)** | **2 (Partially Meets Expectations)** | **1 (Does Not Yet Meet Expectations)** |
| **Structure** | ▪ Responds thoroughly to all elements of prompt.<br>▪ Orients the reader skillfully by establishing a situation and introducing a narrator and/or characters.<br>▪ Organizes a clear event sequence that unfolds naturally.<br>▪ Provides a conclusion that follows from and brings resolution to the narration.<br>▪ Skillfully uses a variety of transitions to manage sequence of events. | ▪ Responds to all elements of prompt.<br>▪ Orients the reader by establishing a situation and introducing a narrator and/or characters.<br>▪ Organizes an event sequence that unfolds naturally.<br>▪ Provides a conclusion that follows from the narrated experiences or events.<br>▪ Uses a variety of transitions to manage sequence of events. | ▪ Responds to some elements of prompt.<br>▪ Partially orients the reader by establishing a situation and introducing a narrator and/or characters in an unclear way.<br>▪ Organizes an event sequence that may be occasionally confusing or have logical gaps.<br>▪ Provides a conclusion that is incomplete or does not follow from the narrated experiences or events.<br>▪ Inconsistently or inappropriately uses transitions to manage sequence of events. | ▪ Does not respond to prompt; off-topic.<br>▪ Does not establish a situation for the reader; narrator and/or characters are lacking or undefined.<br>▪ Events unfold in a random or confusing manner so that reader cannot follow a sequence.<br>▪ Does not provide a conclusion.<br>▪ Does not use transitions to sequence events. |
| **Development** | ▪ Uses dialogue, description, and pacing to effectively and thoroughly develop events and characters.<br>▪ Uses sensory details to convey events precisely and vividly. | ▪ Uses dialogue and description to effectively develop events and characters.<br>▪ Uses sensory details to convey events precisely. | ▪ Uses occasional or brief dialogue and description to develop events and characters.<br>▪ Uses some sensory details to convey events. | ▪ Does not use dialogue or description to develop events and characters.<br>▪ Includes few or no sensory details. |
| **Style** | ▪ Varies sentence patterns for clarity, interest, style.<br>▪ Uses concrete words and phrases to convey events precisely and vividly.<br>▪ Writing shows exceptional awareness and skill in addressing audience's needs. | ▪ Varies sentence patterns.<br>▪ Uses concrete words and phrases to convey events precisely.<br>▪ Writing is appropriate to audience. | ▪ Varies sentence patterns occasionally.<br>▪ Uses some concrete words and phrases to convey events.<br>▪ Writing is somewhat appropriate to audience. | ▪ Sentence patterns are basic and repetitive.<br>▪ Includes few or no concrete words and phrases.<br>▪ Writing is inappropriate to audience. |
| **Conventions** | ▪ Shows strong command of grammar, mechanics, spelling, and usage; errors are few. | ▪ Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning. | ▪ Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning. | ▪ Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning, and writing is difficult to follow. |

Copyright © 2017 Great Minds®

| Grade 6: Informative/Explanatory Writing | | | | |
|---|---|---|---|---|
| | **4 (Exceeds Expectations)** | **3 (Meets Expectations)** | **2 (Partially Meets Expectations)** | **1 (Does Not Yet Meet Expectations)** |
| **Structure** | ▪ Responds thoroughly to all elements of prompt.<br>▪ Maintains focus on topic throughout piece.<br>▪ Introduces topic.<br>▪ Organizes ideas clearly and effectively.<br>▪ Provides a strong conclusion that follows from and expands on the focus.<br>▪ Uses appropriate transitions to clarify relationships. | ▪ Responds to all elements of prompt.<br>▪ Maintains focus on topic throughout piece, with occasional minor departures.<br>▪ Introduces topic.<br>▪ Organizes ideas clearly and effectively.<br>▪ Provides a conclusion that follows from the focus.<br>▪ Uses appropriate transitions to clarify relationships. | ▪ Responds to some elements of prompt.<br>▪ Often departs from focus on topic.<br>▪ Introduces topic in an incomplete or unclear way.<br>▪ Organizes ideas inconsistently.<br>▪ Provides a conclusion that is incomplete or may not follow from the focus.<br>▪ Inconsistently uses transitions to connect ideas. | ▪ Does not respond to prompt; off-topic.<br>▪ Piece lacks focus on topic.<br>▪ Does not introduce topic.<br>▪ Ideas are disorganized.<br>▪ Does not provide a conclusion.<br>▪ Does not use transitions to connect ideas. |
| **Development** | ▪ Develops topic with relevant, sufficient evidence from texts(s).<br>▪ Elaborates upon evidence thoroughly with accurate, insightful analysis. | ▪ Develops topic with sufficient, relevant evidence from text(s)<br>▪ Elaborates upon evidence with accurate analysis | ▪ Develops topic with insufficient relevant evidence from texts(s)<br>▪ Elaborates upon evidence vaguely or superficially | ▪ Does not use relevant evidence from text(s)<br>▪ Does not elaborate upon evidence |
| **Style** | ▪ Varies sentence patterns for clarity, interest, emphasis, and style.<br>▪ Uses precise language and domain-specific vocabulary.<br>▪ Consistently expresses ideas precisely.<br>▪ Establishes and maintains a consistent, formal, and engaging style.<br>▪ Writing shows exceptional awareness and skill in addressing audience's needs. | ▪ Varies sentence patterns for clarity and interest.<br>▪ Uses domain-specific vocabulary.<br>▪ Mostly expresses ideas precisely.<br>▪ Establishes a formal style, with occasional minor lapses.<br>▪ Writing is appropriate to audience. | ▪ Varies sentence patterns occasionally for clarity or interest.<br>▪ Uses general vocabulary with a few domain-specific words.<br>▪ Language is occasionally precise and may be unnecessarily wordy.<br>▪ Attempts to use a formal style but with many lapses.<br>▪ Writing is somewhat appropriate to audience. | ▪ Sentence patterns are basic and repetitive.<br>▪ Uses limited vocabulary inappropriate to the content.<br>▪ Language is imprecise and lacks concision, often wordy or redundant.<br>▪ Uses an inappropriately informal style.<br>▪ Writing is inappropriate to audience. |
| **Conventions** | ▪ Shows strong command of grammar, mechanics, spelling, and usage; errors are minor and few. | ▪ Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning. | ▪ Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning. | ▪ Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning, and writing is difficult to follow. |

Copyright © 2017 Great Minds®

| Grade 6: Argument Writing | | | | |
|---|---|---|---|---|
| | **4 (Exceeds Expectations)** | **3 (Meets Expectations)** | **2 (Partially Meets Expectations)** | **1 (Does Not Yet Meet Expectations)** |
| **Structure** | ▪ Responds thoroughly to all elements of prompt.<br>▪ Maintains focus by arguing in support of claim throughout piece.<br>▪ Introduces claim clearly and thoroughly.<br>▪ Organizes reasons and evidence clearly.<br>▪ Provides a strong conclusion that follows from and expands on the focus.<br>▪ Uses appropriate transitions to clarify relationships. | ▪ Responds to all elements of prompt.<br>▪ Maintains focus by arguing in support of claim throughout piece, with occasional minor departures.<br>▪ Introduces claim clearly.<br>▪ Organizes reasons and evidence clearly.<br>▪ Provides a conclusion that follows from the focus.<br>▪ Uses appropriate transitions to clarify relationships. | ▪ Responds to some elements of prompt.<br>▪ Often departs from focus on claim; may at times argue in support of alternate/opposing claims.<br>▪ Introduces claim in an incomplete or unclear way.<br>▪ Organizes reasons and evidence inconsistently.<br>▪ Provides a conclusion that is incomplete or may not follow from the focus.<br>▪ Inconsistently uses transitions to connect ideas. | ▪ Does not respond to prompt; off-topic.<br>▪ Piece lacks focus on claim or argues in support of alternate/opposing claims.<br>▪ Does not introduce claim.<br>▪ Reasons and evidence are disorganized.<br>▪ Does not provide a conclusion.<br>▪ Does not use transitions to connect ideas. |
| **Development** | ▪ Supports claim with clear reasons and well-chosen, relevant, and accurate evidence from text(s).<br>▪ Elaborates upon evidence thoroughly and insightfully. | ▪ Supports claim with clear reasons and relevant, accurate evidence from text(s).<br>▪ Elaborates upon evidence. | ▪ Supports claim with unclear reasons and evidence from texts(s) that is occasionally irrelevant or inaccurate.<br>▪ Elaborates upon evidence vaguely or superficially. | ▪ Does not support claim with reasons; lacks relevant, accurate evidence from text(s).<br>▪ Does not elaborate upon evidence. |
| **Style** | ▪ Varies sentence patterns for clarity, emphasis, interest, and style.<br>▪ Uses precise language and domain-specific vocabulary.<br>▪ Consistently expresses ideas precisely.<br>▪ Establishes and maintains a consistent, formal, and engaging style.<br>▪ Writing shows exceptional awareness and skill in addressing audience's needs. | ▪ Varies sentence patterns for clarity and interest.<br>▪ Uses domain-specific vocabulary.<br>▪ Mostly expresses ideas precisely.<br>▪ Establishes a formal style, with occasional minor lapses.<br>▪ Writing is appropriate to audience. | ▪ Varies sentence patterns occasionally for clarity or interest.<br>▪ Uses general vocabulary with a few domain-specific words.<br>▪ Language is occasionally precise and may be unnecessarily wordy.<br>▪ Attempts to use a formal style but with many lapses.<br>▪ Writing is somewhat appropriate to audience. | ▪ Sentence patterns are basic and repetitive.<br>▪ Uses limited vocabulary inappropriate to the content.<br>▪ Language is imprecise and lacks concision, often wordy or redundant.<br>▪ Uses an inappropriately informal style.<br>▪ Writing is inappropriate to audience. |
| **Conventions** | ▪ Shows strong command of grammar, mechanics, spelling, and usage; errors are minor and few. | ▪ Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning. | ▪ Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning. | ▪ Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning, and writing is difficult to follow. |

Copyright © 2017 Great Minds®

| Grade 6: Narrative Writing | | | | |
|---|---|---|---|---|
| | **4 (Exceeds Expectations)** | **3 (Meets Expectations)** | **2 (Partially Meets Expectations)** | **1 (Does Not Yet Meet Expectations)** |
| **Structure** | ▪ Responds thoroughly to all elements of prompt.<br>▪ Engages and orients the reader by establishing a context and introducing a narrator and/or characters.<br>▪ Organizes a well-structured event sequence that unfolds naturally and logically.<br>▪ Provides a strong conclusion that follows from the narrated events.<br>▪ Skillfully uses a variety of transitions to convey sequence, signal shifts in chronology and setting. | ▪ Responds to all elements of prompt.<br>▪ Engages and orients the reader by establishing a context and introducing a narrator and/or characters.<br>▪ Organizes an event sequence that unfolds naturally and logically.<br>▪ Provides a conclusion that follows from the narrated events.<br>▪ Uses a variety of transitions to convey sequence and signal shifts in chronology and setting. | ▪ Responds to some elements of prompt.<br>▪ Orients the reader by partially establishing a context and briefly or unclearly introducing a narrator and/or characters.<br>▪ Organizes an event sequence that may be occasionally confusing or have logical gaps.<br>▪ Provides a conclusion that is incomplete or may not follow from the narrated events.<br>▪ Inconsistently uses transitions to convey sequence; shifts in chronology and setting may be confusing. | ▪ Does not respond to prompt; off-topic.<br>▪ Does not establish a context for the reader; narrator and/or characters are lacking or undefined.<br>▪ Events unfold in a random or confusing manner so that reader cannot follow a sequence.<br>▪ Does not provide a conclusion.<br>▪ Does not use transitions to convey sequence; shifts in chronology and setting are confusing. |
| **Development** | ▪ Uses narrative techniques, such as dialogue, pacing, and description to effectively and thoroughly develop events and characters.<br>▪ Uses relevant descriptive details and sensory language to vividly convey events. | ▪ Uses narrative techniques, such as dialogue, pacing, and description, to effectively develop events and characters.<br>▪ Uses relevant descriptive details and sensory language to convey events. | ▪ Uses a few narrative techniques to develop events and characters.<br>▪ Uses some descriptive details or sensory language to convey events. | ▪ Does not use narrative techniques to develop events and characters.<br>▪ Includes few or no descriptive details and sensory language. |
| **Style** | ▪ Varies sentence patterns for clarity, interest, emphasis, and style.<br>▪ Uses precise words and phrases to vividly convey events.<br>▪ Writing shows exceptional awareness and skill in addressing audience's needs. | ▪ Varies sentence patterns for clarity and interest.<br>▪ Uses precise words and phrases to convey events.<br>▪ Writing is appropriate to audience. | ▪ Varies sentence patterns occasionally for clarity or interest.<br>▪ Uses some precise words and phrases to convey events.<br>▪ Writing is somewhat appropriate to audience. | ▪ Sentence patterns are basic and repetitive.<br>▪ Includes few or no precise words and phrases.<br>▪ Writing is inappropriate to audience. |
| **Conventions** | ▪ Shows strong command of grammar, mechanics, spelling, and usage; errors are minor and few. | ▪ Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning. | ▪ Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning. | ▪ Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning, and writing is difficult to follow. |

Copyright © 2017 Great Minds®

| Grade 7: Informative/Explanatory Writing | | | | |
|---|---|---|---|---|
| | **4 (Exceeds Expectations)** | **3 (Meets Expectations)** | **2 (Partially Meets Expectations)** | **1 (Does Not Yet Meet Expectations)** |
| **Structure** | ▪ Responds thoroughly to all elements of prompt.<br>▪ Maintains focus on topic throughout piece.<br>▪ Introduces topic clearly and thoroughly, previewing what is to follow.<br>▪ Organizes ideas clearly and effectively.<br>▪ Provides a strong conclusion that follows from, supports, and expands on the focus.<br>▪ Uses appropriate transitions to create cohesion and clarify relationships. | ▪ Responds to all elements of prompt.<br>▪ Maintains focus on topic throughout piece, with occasional minor departures.<br>▪ Introduces topic clearly, previewing what is to follow.<br>▪ Organizes ideas clearly and effectively.<br>▪ Provides a conclusion that follows from and supports the focus.<br>▪ Uses appropriate transitions to create cohesion and clarify relationships. | ▪ Responds to some elements of prompt.<br>▪ Often departs from focus on topic.<br>▪ Introduces topic in an incomplete or unclear way.<br>▪ Organizes ideas inconsistently.<br>▪ Provides a conclusion that is incomplete or may not follow from the focus.<br>▪ Inconsistently uses transitions to connect ideas. | ▪ Does not respond to prompt; off-topic.<br>▪ Piece lacks focus on topic.<br>▪ Does not introduce topic.<br>▪ Ideas are disorganized.<br>▪ Does not provide a conclusion.<br>▪ Does not use transitions to connect ideas. |
| **Development** | ▪ Develops topic with relevant and sufficient evidence from texts(s).<br>▪ Elaborates upon evidence thoroughly with accurate, insightful analysis. | ▪ Develops topic with sufficient, relevant evidence from text(s).<br>▪ Elaborates upon evidence with accurate analysis. | ▪ Develops topic with insufficient relevant evidence from texts(s)<br>▪ Elaborates upon evidence vaguely or superficially | ▪ Does not use relevant evidence from text(s)<br>▪ Does not elaborate upon evidence |
| **Style** | ▪ Varies sentence patterns for clarity, interest, emphasis, and style.<br>▪ Uses precise language and domain-specific vocabulary.<br>▪ Consistently expresses ideas precisely and concisely.<br>▪ Establishes and maintains a consistent, formal, and engaging style.<br>▪ Writing shows exceptional awareness and skill in addressing audience's needs. | ▪ Varies sentence patterns for clarity and interest.<br>▪ Uses domain-specific vocabulary.<br>▪ Mostly expresses ideas precisely and concisely.<br>▪ Establishes a formal style, with occasional minor lapses.<br>▪ Writing is appropriate to audience. | ▪ Varies sentence patterns occasionally for clarity or interest.<br>▪ Uses general vocabulary with a few domain-specific words.<br>▪ Language is occasionally precise and may be unnecessarily wordy.<br>▪ Attempts to use a formal style but with many lapses.<br>▪ Writing is somewhat appropriate to audience. | ▪ Sentence patterns are basic and repetitive.<br>▪ Uses limited vocabulary inappropriate to the content.<br>▪ Language is imprecise and lacks concision, often wordy or redundant.<br>▪ Uses an inappropriately informal style.<br>▪ Writing is inappropriate to audience. |
| **Conventions** | ▪ Shows strong command of grammar, mechanics, spelling, and usage; errors are minor and few. | ▪ Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning. | ▪ Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning. | ▪ Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning, and writing is difficult to follow. |

Copyright © 2017 Great Minds®

Copyright © 2017 Great Minds®

| Grade 7: Argument Writing | | | | |
|---|---|---|---|---|
| | **4 (Exceeds Expectations)** | **3 (Meets Expectations)** | **2 (Partially Meets Expectations)** | **1 (Does Not Yet Meet Expectations)** |
| **Structure** | ▪ Responds thoroughly to all elements of prompt.<br>▪ Maintains focus by arguing in support of claim throughout piece.<br>▪ Introduces claim clearly and thoroughly, acknowledging counterclaim(s).<br>▪ Organizes reasons and evidence clearly and logically.<br>▪ Provides a strong conclusion that follows from, supports, and expands on the focus.<br>▪ Uses appropriate transitions to create cohesion and clarify relationships. | ▪ Responds to all elements of prompt.<br>▪ Maintains focus by arguing in support of claim throughout piece, with occasional minor departures.<br>▪ Introduces claim clearly, acknowledging counterclaim(s)<br>▪ Organizes reasons and evidence clearly and mostly logically.<br>▪ Provides a conclusion that follows from and supports the focus.<br>▪ Uses appropriate transitions to create cohesion and clarify relationships. | ▪ Responds to some elements of prompt.<br>▪ Often departs from focus on claim; may at times argue in support of alternate/opposing claims.<br>▪ Introduces claim in an incomplete or unclear way.<br>▪ Organizes reasons and evidence inconsistently.<br>▪ Provides a conclusion that is incomplete or may not follow from the focus.<br>▪ Inconsistently uses transitions to connect ideas. | ▪ Does not respond to prompt; off-topic.<br>▪ Piece lacks focus on claim or argues in support of alternate/opposing claims.<br>▪ Does not introduce claim.<br>▪ Reasons and evidence are disorganized.<br>▪ Does not provide a conclusion.<br>▪ Does not use transitions to connect ideas. |
| **Development** | ▪ Supports claim with clear, logical reasons and well-chosen, relevant, and accurate evidence from text(s).<br>▪ Elaborates upon evidence thoroughly and insightfully. | ▪ Supports claim with clear, logical reasons and relevant, accurate evidence from text(s).<br>▪ Elaborates upon evidence. | ▪ Supports claim with unclear reasons and evidence from texts(s) that is occasionally irrelevant or inaccurate.<br>▪ Elaborates upon evidence vaguely or superficially. | ▪ Does not support claim with reasons; lacks relevant, accurate evidence from text(s).<br>▪ Does not elaborate upon evidence. |
| **Style** | ▪ Varies sentence patterns for clarity, emphasis, interest, and style.<br>▪ Uses precise language and domain-specific vocabulary.<br>▪ Consistently expresses ideas precisely and concisely.<br>▪ Establishes and maintains a consistent, formal, and engaging style.<br>▪ Writing shows exceptional awareness and skill in addressing audience's needs. | ▪ Varies sentence patterns for clarity and interest.<br>▪ Uses domain-specific vocabulary.<br>▪ Mostly expresses ideas precisely and concisely.<br>▪ Establishes a formal style, with occasional minor lapses.<br>▪ Writing is appropriate to audience. | ▪ Varies sentence patterns occasionally for clarity or interest.<br>▪ Uses general vocabulary with a few domain-specific words.<br>▪ Language is occasionally precise and may be unnecessarily wordy.<br>▪ Attempts to use a formal style but with many lapses.<br>▪ Writing is somewhat appropriate to audience. | ▪ Sentence patterns are basic and repetitive.<br>▪ Uses limited vocabulary inappropriate to the content.<br>▪ Language is imprecise and lacks concision, often wordy or redundant.<br>▪ Uses an inappropriately informal style.<br>▪ Writing is inappropriate to audience. |
| **Conventions** | ▪ Shows strong command of grammar, mechanics, spelling, and usage; errors are minor and few. | ▪ Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning. | ▪ Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning. | ▪ Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning, and writing is difficult to follow. |

| Grade 7: Narrative Writing | | | | |
|---|---|---|---|---|
| | **4 (Exceeds Expectations)** | **3 (Meets Expectations)** | **2 (Partially Meets Expectations)** | **1 (Does Not Yet Meet Expectations)** |
| **Structure** | ▪ Responds thoroughly to all elements of prompt.<br>▪ Engages and orients the reader by establishing a context and consistently controlled point of view and introducing a narrator and/or characters.<br>▪ Organizes a well-structured event sequence that unfolds naturally and logically.<br>▪ Provides a strong conclusion that follows from and reflects on the narrated events.<br>▪ Skillfully uses a variety of transitions to convey sequence and signal shifts in chronology and setting. | ▪ Responds to all elements of prompt.<br>▪ Engages and orients the reader by establishing a context and point of view and introducing a narrator and/or characters.<br>▪ Organizes an event sequence that unfolds naturally and logically.<br>▪ Provides a conclusion that follows from the narrated events.<br>▪ Uses a variety of transitions to convey sequence and signal shifts in chronology and setting. | ▪ Responds to some elements of prompt.<br>▪ Orients the reader by partially establishing a context and briefly or unclearly introducing a narrator and/or characters.<br>▪ Organizes an event sequence that may be occasionally confusing or have logical gaps.<br>▪ Provides a conclusion that is incomplete or may not follow from the narrated events.<br>▪ Inconsistently uses transitions to convey sequence; shifts in chronology and setting may be confusing. | ▪ Does not respond to prompt; off-topic.<br>▪ Does not establish a context for the reader; narrator and/or characters are lacking or undefined.<br>▪ Events unfold in a random or confusing manner so that reader cannot follow a sequence.<br>▪ Does not provide a conclusion.<br>▪ Does not use transitions to convey sequence; shifts in chronology and setting are confusing. |
| **Development** | ▪ Uses narrative techniques, such as dialogue, pacing, description to effectively and thoroughly develop events and characters.<br>▪ Uses relevant descriptive details and sensory language to capture action and vividly convey events. | ▪ Uses narrative techniques, such as dialogue, pacing, and description, to effectively develop events and characters.<br>▪ Uses relevant descriptive details and sensory language to convey events. | ▪ Uses a few narrative techniques to develop events and characters.<br>▪ Uses some descriptive details or sensory language to convey events. | ▪ Does not use narrative techniques to develop events and characters<br>▪ Includes few or no descriptive details and sensory language. |
| **Style** | ▪ Varies sentence patterns for clarity, interest, emphasis, and style.<br>▪ Uses precise words and phrases to vividly convey events.<br>▪ Writing shows exceptional awareness and skill in addressing audience's needs. | ▪ Varies sentence patterns for clarity and interest.<br>▪ Uses precise words and phrases to convey events.<br>▪ Writing is appropriate to audience. | ▪ Varies sentence patterns occasionally for clarity or interest.<br>▪ Uses some precise words and phrases to convey events.<br>▪ Writing is somewhat appropriate to audience. | ▪ Sentence patterns are basic and repetitive.<br>▪ Includes few or no precise words and phrases.<br>▪ Writing is inappropriate to audience. |
| **Conventions** | ▪ Shows strong command of grammar, mechanics, spelling, and usage; errors are minor and few. | ▪ Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning. | ▪ Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning. | ▪ Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning, and writing is difficult to follow. |

Copyright © 2017 Great Minds®

Copyright © 2017 Great Minds®



| Grades 8: Informative/Explanatory Writing | | | | |
|---|---|---|---|---|
| | **4 (Exceeds Expectations)** | **3 (Meets Expectations)** | **2 (Partially Meets Expectations)** | **1 (Does Not Yet Meet Expectations)** |
| **Structure** | ▪ Responds thoroughly to all elements of prompt.<br>▪ Maintains focus on topic throughout piece.<br>▪ Introduces topic clearly and thoroughly, previewing what is to follow.<br>▪ Organizes ideas clearly and effectively into broader categories.<br>▪ Provides a strong conclusion that follows from, supports, and expands on the focus.<br>▪ Uses appropriate and varied transitions to create cohesion and clarify relationships. | ▪ Responds to all elements of prompt.<br>▪ Maintains focus on topic throughout piece with occasional minor departures.<br>▪ Introduces topic clearly, previewing what is to follow.<br>▪ Organizes ideas clearly and effectively.<br>▪ Provides a conclusion that follows from and supports the focus.<br>▪ Uses appropriate transitions to create cohesion and clarify relationships. | ▪ Responds to some elements of prompt.<br>▪ Often departs from focus on topic.<br>▪ Introduces topic in an incomplete or unclear way.<br>▪ Organizes ideas inconsistently.<br>▪ Provides a conclusion that is incomplete or may not follow from the focus.<br>▪ Inconsistently uses transitions to connect ideas. | ▪ Does not respond to prompt; off-topic.<br>▪ Piece lacks focus on topic.<br>▪ Does not introduce topic.<br>▪ Ideas are disorganized.<br>▪ Does not provide a conclusion.<br>▪ Does not use transitions to connect ideas. |
| **Development** | ▪ Develops topic with relevant, sufficient, well-chosen evidence from text(s).<br>▪ Elaborates upon evidence thoroughly with accurate, insightful analysis. | ▪ Develops topic with sufficient, relevant evidence from text(s).<br>▪ Elaborates upon evidence with accurate analysis. | ▪ Does not use relevant evidence from text(s)<br>▪ Does not elaborate upon evidence | ▪ Does not use relevant evidence from text(s)<br>▪ Does not elaborate upon evidence |
| **Style** | ▪ Varies sentence patterns for clarity, interest, emphasis, and style.<br>▪ Uses precise language and domain-specific vocabulary.<br>▪ Consistently expresses ideas precisely and concisely.<br>▪ Establishes and maintains a consistent, formal, and engaging style.<br>▪ Writing shows exceptional awareness and skill in addressing audience's needs. | ▪ Varies sentence patterns for clarity and interest.<br>▪ Uses domain-specific vocabulary.<br>▪ Mostly expresses ideas precisely and concisely.<br>▪ Establishes a formal style, with occasional minor lapses.<br>▪ Writing is appropriate to audience. | ▪ Varies sentence patterns occasionally for clarity or interest.<br>▪ Uses general vocabulary with a few domain-specific words.<br>▪ Language is occasionally precise and may be unnecessarily wordy.<br>▪ Attempts to use a formal style but with many lapses.<br>▪ Writing is somewhat appropriate to audience. | ▪ Sentence patterns are basic and repetitive.<br>▪ Uses limited vocabulary inappropriate to the content.<br>▪ Language is imprecise and lacks concision, often wordy or redundant.<br>▪ Uses an inappropriately informal style.<br>▪ Writing is inappropriate to audience. |
| **Conventions** | ▪ Shows strong command of grammar, mechanics, spelling, and usage; errors are minor and few. | ▪ Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning. | ▪ Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning. | ▪ Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning, and writing is difficult to follow. |

| Grades 8: Argument Writing | | | | |
|---|---|---|---|---|
| | **4 (Exceeds Expectations)** | **3 (Meets Expectations)** | **2 (Partially Meets Expectations)** | **1 (Does Not Yet Meet Expectations)** |
| **Structure** | ▪ Responds thoroughly to all elements of prompt.<br>▪ Maintains focus by arguing in support of claim throughout piece.<br>▪ Introduces claim clearly and thoroughly, acknowledging and distinguishing counterclaim(s).<br>▪ Organizes reasons and evidence clearly and logically.<br>▪ Provides a strong conclusion that follows from, supports, and expands on the focus.<br>▪ Uses appropriate and varied transitions to create cohesion and clarify relationships. | ▪ Responds to all elements of prompt.<br>▪ Maintains focus by arguing in support of claim throughout piece with occasional minor departures.<br>▪ Introduces claim clearly, acknowledging counterclaim(s).<br>▪ Organizes reasons and evidence clearly and mostly logically.<br>▪ Provides a conclusion that follows from and supports the focus.<br>▪ Uses appropriate transitions to create cohesion and clarify relationships. | ▪ Responds to some elements of prompt.<br>▪ Often departs from focus on claim; may at times argue in support of alternate/opposing claims.<br>▪ Introduces claim in an incomplete or unclear way.<br>▪ Organizes reasons and evidence inconsistently.<br>▪ Provides a conclusion that is incomplete or may not follow from the focus.<br>▪ Inconsistently uses transitions to connect ideas. | ▪ Does not respond to prompt; off-topic.<br>▪ Piece lacks focus on claim or argues in support of alternate/opposing claims.<br>▪ Does not introduce claim.<br>▪ Reasons and evidence are disorganized.<br>▪ Does not provide a conclusion.<br>▪ Does not use transitions to connect ideas. |
| **Development** | ▪ Supports claim with clear, logical reasons and well-chosen, relevant, and accurate evidence from text(s).<br>▪ Elaborates upon evidence thoroughly and insightfully. | ▪ Supports claim with clear, logical reasons and relevant, accurate evidence from text(s).<br>▪ Elaborates upon evidence. | ▪ Supports claim with unclear reasons and evidence from texts(s) that is occasionally irrelevant or inaccurate.<br>▪ Elaborates upon evidence vaguely or superficially. | ▪ Does not support claim with reasons; lacks relevant, accurate evidence from text(s).<br>▪ Does not elaborate upon evidence. |
| **Style** | ▪ Varies sentence patterns for clarity, emphasis, interest, and style.<br>▪ Uses precise language and domain-specific vocabulary.<br>▪ Consistently expresses ideas precisely and concisely.<br>▪ Establishes and maintains a consistent, formal, and engaging style.<br>▪ Writing shows exceptional awareness and skill in addressing audience's needs. | ▪ Varies sentence patterns for clarity and interest.<br>▪ Uses domain-specific vocabulary.<br>▪ Mostly expresses ideas precisely and concisely.<br>▪ Establishes a formal style, with occasional minor lapses.<br>▪ Writing is appropriate to audience. | ▪ Varies sentence patterns occasionally for clarity or interest.<br>▪ Uses general vocabulary with a few domain-specific words.<br>▪ Language is occasionally precise and may be unnecessarily wordy.<br>▪ Attempts to use a formal style but with many lapses.<br>▪ Writing is somewhat appropriate to audience. | ▪ Sentence patterns are basic and repetitive.<br>▪ Uses limited vocabulary inappropriate to the content.<br>▪ Language is imprecise and lacks concision, often wordy or redundant.<br>▪ Uses an inappropriately informal style.<br>▪ Writing is inappropriate to audience. |
| **Conventions** | ▪ Shows strong command of grammar, mechanics, spelling, and usage; errors are minor and few. | ▪ Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning. | ▪ Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning. | ▪ Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning, and writing is difficult to follow. |

Copyright © 2017 Great Minds®

Copyright © 2017 Great Minds®



| Grade 8: Narrative Writing | | | | |
|---|---|---|---|---|
| | **4 (Exceeds Expectations)** | **3 (Meets Expectations)** | **2 (Partially Meets Expectations)** | **1 (Does Not Yet Meet Expectations)** |
| **Structure** | ▪ Responds thoroughly to all elements of prompt.<br>▪ Engages and orients the reader by establishing a context and consistently controlled point of view and introducing a narrator and/or characters.<br>▪ Organizes a well-structured event sequence that unfolds naturally and logically.<br>▪ Provides a strong conclusion that follows from and reflects on the narrated events.<br>▪ Skillfully uses a variety of transitions to convey sequence, signal shifts in chronology and setting, and show relationships among events. | ▪ Responds to all elements of prompt.<br>▪ Engages and orients the reader by establishing a context and point of view and introducing a narrator and/or characters.<br>▪ Organizes an event sequence that unfolds naturally and logically.<br>▪ Provides a conclusion that follows from the narrated events.<br>▪ Uses a variety of transitions to convey sequence and signal shifts in chronology and setting. | ▪ Responds to some elements of prompt.<br>▪ Orients the reader by partially establishing a context and briefly or unclearly introducing a narrator and/or characters.<br>▪ Organizes an event sequence that may be occasionally confusing or have logical gaps.<br>▪ Provides a conclusion that is incomplete or may not follow from the narrated events.<br>▪ Inconsistently uses transitions to convey sequence; shifts in chronology and setting may be confusing. | ▪ Does not respond to prompt; off-topic.<br>▪ Does not establish a context for the reader; narrator and/or characters are lacking or undefined.<br>▪ Events unfold in a random or confusing manner so that reader cannot follow a sequence.<br>▪ Does not provide a conclusion.<br>▪ Does not use transitions to convey sequence; shifts in chronology and setting are confusing. |
| **Development** | ▪ Uses narrative techniques, such as dialogue, pacing, description, and reflection to effectively and thoroughly develop events and characters.<br>▪ Uses relevant descriptive details and sensory language to capture action and vividly convey events. | ▪ Uses narrative techniques, such as dialogue, pacing, and description, to effectively develop events and characters.<br>▪ Uses relevant descriptive details and sensory language to convey events. | ▪ Uses a few narrative techniques to develop events and characters.<br>▪ Uses some descriptive details or sensory language to convey events. | ▪ Does not use narrative techniques to develop events and characters.<br>▪ Includes few or no descriptive details and sensory language. |
| **Style** | ▪ Varies sentence patterns for clarity, interest, emphasis, and style.<br>▪ Uses precise words and phrases to vividly convey events.<br>▪ Writing shows exceptional awareness and skill in addressing audience's needs. | ▪ Varies sentence patterns for clarity and interest.<br>▪ Uses precise words and phrases to convey events.<br>▪ Writing is appropriate to audience. | ▪ Varies sentence patterns occasionally for clarity or interest.<br>▪ Uses some precise words and phrases to convey events.<br>▪ Writing is somewhat appropriate to audience. | ▪ Sentence patterns are basic and repetitive.<br>▪ Includes few or no precise words and phrases.<br>▪ Writing is inappropriate to audience. |
| **Conventions** | ▪ Shows strong command of grammar, mechanics, spelling, and usage; errors are minor and few. | ▪ Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning. | ▪ Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning. | ▪ Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning, and writing is difficult to follow. |

# SPEAKING AND LISTENING RUBRICS

| Kindergarten: Speaking and Listening | | | | |
|---|---|---|---|---|
| | **4 (Exceeds Expectations)** | **3 (Meets Expectations)** | **2 (Partially Meets Expectations)** | **1 (Does Not Yet Meet Expectations)** |
| **Structure** | ▪ Asks clarifying questions.<br>▪ Answers clarifying questions. | ▪ Asks clarifying questions.<br>▪ Answers clarifying questions. | ▪ Asks questions sometimes.<br>▪ Answers questions sometimes. | ▪ Does not ask questions.<br>▪ Does not answer questions. |
| **Development** | ▪ Describes familiar people, places, things, and events in detail.<br>▪ Provides examples when speaking. | ▪ Describes familiar people, places, things, and events.<br>▪ Provides examples when requested. | ▪ Names familiar people, places, things, and events.<br>▪ Says more when requested. | ▪ Does not yet talk about familiar people, places, things, and events.<br>▪ Does not respond to requests. |
| **Style** | ▪ Uses drawings to strengthen spoken descriptions. | ▪ Uses drawings to add detail to spoken descriptions. | ▪ Uses drawings when speaking. | ▪ Does not use drawings. |
| **Conventions** | ▪ Expresses clearly with effective volume. | ▪ Speaks audibly and clearly. | ▪ Speaks audibly or clearly. | ▪ Does not yet speak audibly and clearly. |
| **Process** | ▪ Alternates speaking and listening in conversations through multiple exchanges.<br>▪ Follows all agreed-upon rules for conversations. | ▪ Speaks in conversations through multiple exchanges.<br>▪ Follows most agreed-upon rules for conversations. | ▪ Speaks in conversations.<br>▪ Follows some agreed-upon rules for conversations. | ▪ Does not speak in conversations.<br>▪ Follows few, if any, agreed-upon rules for conversations. |
| **Listening** | ▪ Eye contact and body language demonstrate attention.<br>▪ Can repeat back what is heard in sequence from memory. | ▪ Tracks speakers with eyes.<br>▪ Can repeat back what is heard. | ▪ Sometimes tracks speakers.<br>▪ Can recognize what is heard. | ▪ Rarely, if ever, tracks speakers.<br>▪ Doesn't remember what is heard. |

Copyright © 2017 Great Minds®

| Grade 1: Speaking and Listening | | | | |
|---|---|---|---|---|
| | **4 (Exceeds Expectations)** | **3 (Meets Expectations)** | **2 (Partially Meets Expectations)** | **1 (Does Not Yet Meet Expectations)** |
| **Structure** | ▪ Asks clarifying and probing questions about key details.<br>▪ Answers clarifying and probing questions about key details.<br>▪ Requests elaboration to further understanding. | ▪ Asks questions about key details.<br>▪ Answers questions about key details.<br>▪ Requests more information to clear up confusion. | ▪ Asks questions.<br>▪ Answers questions.<br>▪ Sometimes requests more information. | ▪ Does not ask questions.<br>▪ Does not answer questions.<br>▪ Does not request more information. |
| **Development** | ▪ Richly describes familiar people, places, things, and events using many relevant details.<br>▪ Provides examples when speaking. | ▪ Describes familiar people, places, things, and events using relevant details.<br>▪ Provides examples when requested. | ▪ Describes familiar people, places, things, and events with some details.<br>▪ Says more when requested. | ▪ Does not yet describe familiar people, places, things, and events using details.<br>▪ Does not respond to requests. |
| **Style** | ▪ Uses drawings to strengthen spoken descriptions,<br>▪ Expresses ideas and feelings with clarity and expression. | ▪ Uses drawings to add detail to spoken descriptions.<br>▪ Expresses ideas and feelings clearly. | ▪ Uses drawings when speaking.<br>▪ Expresses ideas and feelings. | ▪ Does not use drawings.<br>▪ Does not express ideas and feelings. |
| **Conventions** | ▪ Expresses clearly with effective volume.<br>▪ Speaks in complete and complex sentences. | ▪ Speaks audibly and clearly.<br>▪ Speaks in complete sentences. | ▪ Speaks audibly or clearly.<br>▪ Sometimes speaks in complete sentences. | ▪ Does not yet speak audibly and clearly.<br>▪ Does not yet speak in complete sentences. |
| **Process** | ▪ Alternates speaking and listening in conversations through multiple exchanges.<br>▪ Follows all agreed-upon rules for conversations.<br>▪ Responds directly to what others say. | ▪ Speaks in conversations through multiple exchanges.<br>▪ Follows most agreed-upon rules for conversations.<br>▪ Responds to what others say. | ▪ Speaks in conversations.<br>▪ Follows some agreed-upon rules for conversations.<br>▪ Sometimes responds to what others say. | ▪ Does not speak in conversations.<br>▪ Follows few, if any, agreed-upon rules for conversations.<br>▪ Rarely, if ever, responds to what others say. |
| **Listening** | ▪ Eye contact and body language demonstrate interest.<br>▪ Can repeat back what is heard in sequence from memory. | ▪ Eye contact and body language demonstrate attention.<br>▪ Can repeat back what is heard in sequence. | ▪ Tracks speakers.<br>▪ Can repeat back what is heard. | ▪ Sometimes tracks speakers.<br>▪ Doesn't remember what is heard. |

Copyright © 2017 Great Minds®

| Grade 2: Speaking and Listening | | | | |
|---|---|---|---|---|
| | **4 (Exceeds Expectations)** | **3 (Meets Expectations)** | **2 (Partially Meets Expectations)** | **1 (Does Not Yet Meet Expectations)** |
| **Structure** | ▪ Asks clarifying and probing questions about key details.<br>▪ Answers clarifying and probing questions about key details.<br>▪ Requests elaboration to further understanding.<br>▪ Speaks on topic and prompts others to do the same. | ▪ Asks questions about key details.<br>▪ Answers questions about key details.<br>▪ Requests more information to clear up confusion.<br>▪ Speaks on topic. | ▪ Asks questions.<br>▪ Answers questions.<br>▪ Sometimes requests more information.<br>▪ Speaks about related ideas. | ▪ Does not ask questions.<br>▪ Does not answer questions.<br>▪ Does not request more information.<br>▪ Speaks off topic. |
| **Development** | ▪ Reports thoroughly on topics and texts using relevant and descriptive details.<br>▪ Recounts stories and experiences with appropriate facts and relevant details.<br>▪ Anticipates and provides clarification when speaking. | ▪ Reports on topics and texts using relevant and descriptive details.<br>▪ Recounts stories and experiences with appropriate facts and relevant details.<br>▪ Provides clarification when requested. | ▪ Reports on topics and texts using details.<br>▪ Recounts stories and experiences with some facts and details.<br>▪ Says more when requested. | ▪ Does not yet report on topics and texts using details.<br>▪ Does not recount stories and experiences.<br>▪ Does not respond to requests. |
| **Style** | ▪ Uses drawings to strengthen spoken descriptions.<br>▪ Expresses ideas and feelings with clarity and expression.<br>▪ Varies inflection to express meaning and engage audience. | ▪ Uses drawings to add detail to spoken descriptions.<br>▪ Expresses ideas and feelings clearly.<br>▪ Varies inflection to express meaning. | ▪ Uses drawings when speaking.<br>▪ Expresses ideas and feelings.<br>▪ Use inflection to indicate questions or statements. | ▪ Does not use drawings.<br>▪ Does not express ideas and feelings.<br>▪ Does not yet use inflection. |
| **Conventions** | ▪ Expresses clearly with effective volume.<br>▪ Speaks in coherent and complex sentences. | ▪ Speaks audibly and clearly.<br>▪ Speaks in coherent sentences. | ▪ Speaks audibly or clearly.<br>▪ Speaks in complete sentences. | ▪ Does not yet speak audibly and clearly.<br>▪ Does not yet consistently speak in complete sentences. |
| **Process** | ▪ Alternates speaking and listening in conversations through multiple exchanges.<br>▪ Follows all agreed-upon rules for conversations.<br>▪ Links comments to comments of others effectively.<br>▪ Uses kind words and tone. | ▪ Speaks in conversations through multiple exchanges.<br>▪ Follows most agreed-upon rules for conversations.<br>▪ Links comments to comments of others.<br>▪ Uses kind words. | ▪ Speaks in conversations.<br>▪ Follows some agreed-upon rules for conversations.<br>▪ Sometimes links comments to comments of others.<br>▪ Sometimes uses kind words. | ▪ Does not yet speak in conversations.<br>▪ Follows few, if any, agreed-upon rules for conversations.<br>▪ Rarely, if ever, links comments to comments of others.<br>▪ Does not yet use kind words. |
| **Listening** | ▪ Eye contact and body language demonstrate interest.<br>▪ Can repeat back what is heard in sequence from memory.<br>▪ Listens actively and cues the speaker with gestures and facial expressions. | ▪ Eye contact and body language demonstrate attention.<br>▪ Can repeat back what is heard in sequence.<br>▪ Cues the speaker with gestures and/or facial expressions. | ▪ Tracks speakers.<br>▪ Can repeat back what is heard.<br>▪ Sometimes gives the speaker cues. | ▪ Sometimes tracks speakers.<br>▪ Doesn't yet remember what is heard.<br>▪ Does not yet cue the speaker. |

Copyright © 2017 Great Minds®

Copyright © 2017 Great Minds®



| Grade 3: Speaking and Listening | | | | |
|---|---|---|---|---|
| | **4 (Exceeds Expectations)** | **3 (Meets Expectations)** | **2 (Partially Meets Expectations)** | **1 (Does Not Yet Meet Expectations)** |
| **Structure** | ▪ Asks clarifying and probing questions about main ideas and key details.<br>▪ Answers clarifying and probing questions about main ideas and key details.<br>▪ Requests elaboration to further understanding.<br>▪ Speaks on topic and prompts others to do the same. | ▪ Asks questions about main ideas and key details.<br>▪ Answers questions about main ideas and key details.<br>▪ Requests more information to clear up confusion.<br>▪ Speaks on topic. | ▪ Asks questions about key details.<br>▪ Answers questions about key details.<br>▪ Sometimes requests more information.<br>▪ Speaks about related ideas. | ▪ Does not yet ask questions about key details.<br>▪ Does not yet answer questions about key details.<br>▪ Does not request more information.<br>▪ Speaks off topic. |
| **Development** | ▪ Reports thoroughly on topics and texts using relevant and descriptive details.<br>▪ Recounts stories and experiences with appropriate facts and relevant details.<br>▪ Anticipates and provides clarification when speaking.<br>▪ Prepares thoroughly in advance for discussions and draws extensively on that preparation. | ▪ Reports on topics and texts using relevant and descriptive details.<br>▪ Recounts stories and experiences with appropriate facts and relevant details.<br>▪ Provides clarification when requested.<br>▪ Prepares in advance for discussions. | ▪ Reports on topics and texts using details.<br>▪ Recounts stories and experiences with some facts and details.<br>▪ Says more when requested.<br>▪ Reads text for discussions. | ▪ Does not yet report on topics and texts using details.<br>▪ Does not recount stories and experiences.<br>▪ Does not respond to requests.<br>▪ Does not prepare for discussions. |
| **Style** | ▪ Uses drawings to strengthen spoken descriptions.<br>▪ Expresses ideas and feelings with clarity and expression.<br>▪ Varies inflection to express meaning and engage audience. | ▪ Uses drawings to add detail to spoken descriptions.<br>▪ Expresses ideas and feelings clearly.<br>▪ Varies inflection to express meaning. | ▪ Uses drawings when speaking.<br>▪ Expresses ideas and feelings.<br>▪ Use inflection to indicate questions or statements. | ▪ Does not use drawings.<br>▪ Does not express ideas and feelings.<br>▪ Does not yet use inflection. |

| | | | | |
|---|---|---|---|---|
| **Conventions** | ▪ Expresses clearly with effective volume.<br>▪ Speaks in coherent and complex sentences.<br>▪ Paces speech dynamically for meaning. | ▪ Speaks audibly and clearly.<br>▪ Speaks in coherent sentences.<br>▪ Speaks at an understandable pace. | ▪ Speaks audibly or clearly.<br>▪ Speaks in complete sentences.<br>▪ Sometimes speaks at an understandable pace. | ▪ Does not yet speak audibly or clearly.<br>▪ Does not yet speak in complete sentences.<br>▪ Speaks too fast or too slow. |
| **Process** | ▪ Alternates speaking and listening in conversations through multiple exchanges.<br>▪ Follows all agreed-upon rules for conversations.<br>▪ Links comments to comments of others effectively.<br>▪ Agrees and disagrees respectfully and strategically.<br>▪ Contributions indicate curiosity.<br>▪ Creates expressive and engaging audio recordings of fluently read stories or poems.* | ▪ Speaks in conversations through multiple exchanges.<br>▪ Follows most agreed-upon rules for conversations.<br>▪ Links comments to comments of others.<br>▪ Agrees and disagrees respectfully.<br>▪ Contributions indicate engagement.<br>▪ Creates engaging audio recordings of fluently read stories or poems.* | ▪ Speaks in conversations.<br>▪ Follows some agreed-upon rules for conversations.<br>▪ Sometimes links comments to comments of others.<br>▪ Indicates agreement and/or disagreement.<br>▪ Contributions indicate compliance.<br>▪ Creates audio recordings of stories or poems.* | ▪ Does not yet speak in conversations.<br>▪ Follows few, if any, agreed-upon rules for conversations.<br>▪ Rarely, if ever, links comments to comments of others.<br>▪ Does not yet indicate agreement or disagreement.<br>▪ Contributions do not yet indicate compliance.<br>▪ Does not yet create audio recordings of stories or poems.* |
| **Listening** | ▪ Facial expressions and body language demonstrate curiosity.<br>▪ Can repeat back what is heard in sequence from memory.<br>▪ Listens actively and cues the speaker with gestures and facial expressions. | ▪ Eye contact and body language demonstrate attention.<br>▪ Can repeat back what is heard in sequence.<br>▪ Cues the speaker with gestures and/or facial expressions. | ▪ Tracks speakers.<br>▪ Can repeat back what is heard.<br>▪ Sometimes gives the speaker cues. | ▪ Sometimes track speakers.<br>▪ Does not yet repeat back what is heard.<br>▪ Does not yet give the speaker cues. |



Copyright © 2017 Great Minds®

Copyright © 2017 Great Minds®



| Grade 4: Speaking and Listening | | | | |
|---|---|---|---|---|
| | **4 (Exceeds Expectations)** | **3 (Meets Expectations)** | **2 (Partially Meets Expectations)** | **1 (Does Not Yet Meet Expectations)** |
| **Structure** | ▪ Poses clarifying and probing questions about main ideas and key details.<br>▪ Responds to clarifying and probing questions about main ideas and key details.<br>▪ Requests elaboration to further understanding.<br>▪ Organizes relevant and related information to strong effect. | ▪ Poses clarifying questions about main ideas and key details<br>▪ Responds to clarifying questions about main ideas and key details.<br>▪ Requests more information to clear up confusion.<br>▪ Organizes relevant and related information. | ▪ Poses questions about key details.<br>▪ Responds to questions about key details.<br>▪ Sometimes requests more information.<br>▪ Sometimes connects information. | ▪ Does not yet pose questions about key details.<br>▪ Does not yet respond to questions about key details.<br>▪ Does not request more information.<br>▪ Does not connect information. |
| **Development** | ▪ Reports thoroughly on topics and texts using relevant and descriptive details.<br>▪ Recounts stories and experiences with appropriate facts and relevant details.<br>▪ Responds to and provides points and reasons in conversations.<br>▪ Precisely paraphrases what is read or heard.<br>▪ Prepares thoroughly in advance for discussions and draws extensively on that preparation. | ▪ Reports on topics and texts using relevant and descriptive details.<br>▪ Recounts stories and experiences with appropriate facts and relevant details.<br>▪ Responds to points and reasons in conversations.<br>▪ Paraphrases what is read or heard.<br>▪ Prepares in advance for discussions. | ▪ Reports on topics and texts using details.<br>▪ Recounts stories and experiences with some facts and details.<br>▪ Responds to points in conversations.<br>▪ Tries to paraphrase what is read or heard.<br>▪ Reads text for discussions. | ▪ Does not yet report on topics and texts using details.<br>▪ Does not recount stories and experiences.<br>▪ Does not yet respond to points in conversations.<br>▪ Does not yet paraphrase what is read or heard.<br>▪ Does not prepare for discussions. |
| **Style** | ▪ Uses drawings to strengthen spoken descriptions.<br>▪ Expresses ideas and feelings with clarity and expression.<br>▪ Varies inflection to express meaning and engage audience<br>▪ Varies formality of speech to context. | ▪ Uses drawings to add detail to spoken descriptions.<br>▪ Expresses ideas and feelings clearly.<br>▪ Varies inflection to express meaning.<br>▪ Speaks formally in academic conversations. | ▪ Uses drawings when speaking.<br>▪ Expresses ideas and feelings.<br>▪ Use inflection to indicate questions or statements.<br>▪ Occasionally speaks formally. | ▪ Does not use drawings.<br>▪ Does not express ideas and feelings.<br>▪ Does not yet use inflection.<br>▪ Does not yet speak formally. |

| | | | | |
|---|---|---|---|---|
| **Conventions** | ▪ Expresses clearly with effective volume.<br>▪ Speaks in coherent and complex sentences.<br>▪ Paces speech dynamically for meaning. | ▪ Speaks audibly and clearly.<br>▪ Speaks in coherent sentences.<br>▪ Speaks at an understandable pace. | ▪ Speaks audibly or clearly.<br>▪ Speaks in complete sentences.<br>▪ Sometimes speaks at an understandable pace. | ▪ Does not yet speak audibly or clearly.<br>▪ Does not yet speak in complete sentences.<br>▪ Speaks too fast or too slow. |
| **Process** | ▪ Comments contribute significantly to discussion.<br>▪ Upholds norms for conversations for self and others and carries out roles.<br>▪ Links comments to comments of others effectively.<br>▪ Agrees and disagrees respectfully and strategically.<br>▪ Contributions indicate curiosity.<br>▪ Creates expressive and engaging audio recordings of fluently read stories or poems.* | ▪ Comments contribute to discussion.<br>▪ Follows norms for conversations and carries out roles.<br>▪ Links comments to comments of others.<br>▪ Agrees and disagrees respectfully.<br>▪ Contributions indicate engagement.<br>▪ Creates engaging audio recordings of fluently read stories or poems.* | ▪ Speaks in conversations.<br>▪ Follows agreed-upon rules for conversations or carries out roles.<br>▪ Sometimes links comments to comments of others.<br>▪ Indicates agreement and/or disagreement.<br>▪ Contributions indicate compliance.<br>▪ Creates audio recordings of stories or poems.* | ▪ Does not yet speak in conversations.<br>▪ Follows few, if any, agreed-upon rules for conversations.<br>▪ Rarely, if ever, links comments to comments of others.<br>▪ Does not yet indicate agreement or disagreement.<br>▪ Contributions do not yet indicate compliance.<br>▪ Does not yet create audio recordings of stories or poems.* |
| **Listening** | ▪ Facial expressions and body language demonstrate curiosity.<br>▪ Attentive in a structured conversation for as long as needed.<br>▪ Listens actively and cues the speaker with gestures and facial expressions. | ▪ Eye contact and body language demonstrate attention.<br>▪ Attentive in a structured conversation for at least 30 minutes.<br>▪ Cues the speaker with gestures and/or facial expressions. | ▪ Tracks speakers.<br>▪ Attentive in a structured conversation for at least 20 minutes.<br>▪ Sometimes gives the speaker cues. | ▪ Sometimes track speakers.<br>▪ Attentive in a structured conversation for less than 20 minutes.<br>▪ Does not yet give the speaker cues. |



Copyright © 2017 Great Minds®

Copyright © 2017 Great Minds®



| Grade 5: Speaking and Listening | | | | |
|---|---|---|---|---|
| | **4 (Exceeds Expectations)** | **3 (Meets Expectations)** | **2 (Partially Meets Expectations)** | **1 (Does Not Yet Meet Expectations)** |
| **Structure** | ▪ Poses clarifying and probing questions that contribute to the discussion.<br>▪ Responds to clarifying and probing questions that contribute to the discussion.<br>▪ Requests elaboration to further understanding.<br>▪ Organizes relevant and related information to strong effect.<br>▪ Precisely summarizes what is read or heard aloud. | ▪ Poses clarifying questions that contribute to the discussion.<br>▪ Responds to clarifying questions that contribute to the discussion.<br>▪ Requests more information to clear up confusion.<br>▪ Organizes relevant and related information.<br>▪ Summarizes what is read or heard aloud. | ▪ Poses clarifying questions.<br>▪ Responds to clarifying questions.<br>▪ Sometimes requests more information.<br>▪ Sometimes connects information.<br>▪ Tries to summarize what is read or heard. | ▪ Does not yet pose questions.<br>▪ Does not yet respond to questions.<br>▪ Does not request more information.<br>▪ Does not connect information.<br>▪ Does not yet summarize what is read or heard. |
| **Development** | ▪ Reports thoroughly on topics and texts using relevant and descriptive details.<br>▪ Recounts stories and experiences with appropriate facts and relevant details.<br>▪ Responds to and provides points and reasons in conversations.<br>▪ Prepares thoroughly in advance for discussions and draws extensively on that preparation.<br>▪ Logically and strategically orders contributions. | ▪ Reports on topics and texts using relevant and descriptive details.<br>▪ Recounts stories and experiences with appropriate facts and relevant details.<br>▪ Responds to points and reasons in conversations.<br>▪ Prepares in advance for discussions.<br>▪ Logically orders contributions. | ▪ Reports on topics and texts using details.<br>▪ Recounts stories and experiences with some facts and details.<br>▪ Responds to points in conversations.<br>▪ Reads text for discussions.<br>▪ Responds with some attention to logic. | ▪ Does not yet report on topics and texts using details.<br>▪ Does not recount stories and experiences.<br>▪ Does not yet respond to points in conversations.<br>▪ Does not prepare for discussions.<br>▪ Does not yet use logic. |
| **Style** | ▪ Uses multimedia components to strengthen spoken descriptions.<br>▪ Chooses precise and meaningful words to express ideas and feelings clearly.<br>▪ Optimally adapts inflection, tone, and non-verbal expression to audience and purpose.<br>▪ Effectively varies formality of speech to context. | ▪ Uses multimedia components to add detail to spoken descriptions.<br>▪ Chooses strong words to express ideas and feelings clearly.<br>▪ Adapts inflection, tone, and non-verbal expression to audience and purpose.<br>▪ Varies formality of speech to context. | ▪ Uses multimedia components when speaking.<br>▪ Chooses words to express ideas and feelings.<br>▪ Adapts inflection, tone, or non-verbal expression to audience or purpose.<br>▪ Speaks formally in academic conversations. | ▪ Does not use multimedia components.<br>▪ Word choice doesn't yet enhance expression.<br>▪ Does not yet use inflection.<br>▪ Does not yet speak formally.<br>▪ Does not yet adapt inflection, tone, or non-verbal expression to audience or purpose. |

| | | | | |
|---|---|---|---|---|
| **Conventions** | ▪ Expresses clearly with effective volume.<br>▪ Speaks in coherent and complex sentences.<br>▪ Paces speech dynamically for meaning. | ▪ Comments contribute to discussion.<br>▪ Follows norms for conversations and carries out roles.<br>▪ Builds and elaborates on other's comments.<br>▪ Agrees and disagrees respectfully.<br>▪ Contributions indicate engagement. | ▪ Speaks in conversations.<br>▪ Follows agreed-upon rules for conversations or carries out roles.<br>▪ Links comments to comments of others.<br>▪ Indicates agreement and/or disagreement.<br>▪ Contributions indicate compliance. | ▪ Does not yet speak in conversations.<br>▪ Follows few, if any, agreed-upon rules for conversations.<br>▪ Does not yet link comments to comments of others.<br>▪ Does not yet indicate agreement or disagreement.<br>▪ Contributions do not yet indicate compliance. |
| **Process** | ▪ FComments contribute significantly to discussion.<br>▪ Upholds norms for conversations for self and others and carries out roles.<br>▪ Builds and elaborates on other's comments and contributes positively to a collaborative group process.<br>▪ Agrees and disagrees respectfully and strategically.<br>▪ Contributions indicate curiosity. | ▪ Comments contribute to discussion.<br>▪ Follows norms for conversations and carries out roles.<br>▪ Builds and elaborates on other's comments.<br>▪ Agrees and disagrees respectfully.<br>▪ Contributions indicate engagement. | ▪ Speaks in conversations.<br>▪ Follows agreed-upon rules for conversations or carries out roles.<br>▪ Links comments to comments of others.<br>▪ Indicates agreement and/or disagreement.<br>▪ Contributions indicate compliance. | ▪ Does not yet speak in conversations.<br>▪ Follows few, if any, agreed-upon rules for conversations.<br>▪ Does not yet link comments to comments of others.<br>▪ Does not yet indicate agreement or disagreement.<br>▪ Contributions do not yet indicate compliance. |
| **Listening** | ▪ Facial expressions and body language demonstrate curiosity.<br>▪ Attentive in a structured conversation for as long as needed.<br>▪ Listens actively and cues the speaker with gestures and facial expressions. | ▪ Eye contact and body language demonstrate attention.<br>▪ Attentive in a structured conversation for at least 30 minutes.<br>▪ Cues the speaker with gestures and/or facial expressions. | ▪ Tracks speakers.<br>▪ Attentive in a structured conversation for at least 20 minutes.<br>▪ Sometimes gives the speaker cues. | ▪ Sometimes track speakers.<br>▪ Attentive in a structured conversation for less than 20 minutes.<br>▪ Does not yet give the speaker cues. |



Copyright © 2017 Great Minds®

| Grade 6: Speaking and Listening | | | | |
|---|---|---|---|---|
| | **4 (Exceeds Expectations)** | **3 (Meets Expectations)** | **2 (Partially Meets Expectations)** | **1 (Does Not Yet Meet Expectations)** |
| **Structure** | ▪ Poses clarifying and probing questions that contribute to the discussion.<br>▪ Responds to clarifying and probing questions that contribute to the discussion.<br>▪ Requests elaboration to further understanding.<br>▪ Organizes relevant and related information to strong effect.<br>▪ Effectively interprets information and connects it to the topic of discussion. | ▪ Poses clarifying questions that contribute to the discussion.<br>▪ Responds to clarifying questions that contribute to the discussion.<br>▪ Requests more information to clear up confusion.<br>▪ Organizes relevant and related information.<br>▪ Interprets information and connects it to the topic of discussion. | ▪ Poses clarifying questions.<br>▪ Responds to clarifying questions.<br>▪ Sometimes requests more information.<br>▪ Sometimes connects information.<br>▪ Presents information connected to the topic of study. | ▪ Does not yet pose questions.<br>▪ Does not yet respond to questions.<br>▪ Does not request more information.<br>▪ Does not connect information.<br>▪ Does not yet present information connected to the topic of study. |
| **Development** | ▪ Presents strong claims and findings using pertinent descriptions, facts, and details.<br>▪ Responds to and provides points and reasons in conversations.<br>▪ Prepares thoroughly in advance for discussions and draws extensively on evidence from that preparation.<br>▪ Logically and strategically orders contributions. | ▪ Presents claims and findings using pertinent descriptions, facts, and details.<br>▪ Responds to points and reasons in conversations.<br>▪ Prepares in advance for discussions and draws on evidence from that preparation.<br>▪ Logically orders contributions. | ▪ Presents claims and some details.<br>▪ Responds to points in conversations.<br>▪ Prepares in advance for discussions.<br>▪ Responds with some attention to logic. | ▪ Does not yet present claims.<br>▪ Does not recount stories and experiences.<br>▪ Does not yet respond to points in conversations.<br>▪ Does not prepare for discussions.<br>▪ Does not yet use logic. |
| **Style** | ▪ Uses multimedia components to strengthen spoken descriptions.<br>▪ Chooses precise and meaningful words to express ideas and feelings clearly.<br>▪ Optimally adapts inflection, tone, and non-verbal expression to audience and purpose.<br>▪ Effectively varies formality of speech to context. | ▪ Uses multimedia components to add detail to spoken descriptions.<br>▪ Chooses strong words to express ideas and feelings clearly.<br>▪ Adapts inflection, tone, and non-verbal expression to audience and purpose.<br>▪ Varies formality of speech to context. | ▪ Uses multimedia components when speaking.<br>▪ Chooses words to express ideas and feelings.<br>▪ Adapts inflection, tone, or non-verbal expression to audience or purpose.<br>▪ Speaks formally in academic conversations. | ▪ Does not use multimedia components.<br>▪ Word choice doesn't yet enhance expression.<br>▪ Does not yet use inflection.<br>▪ Does not yet speak formally.<br>▪ Does not yet adapt inflection, tone, or non-verbal expression to audience or purpose. |

Copyright © 2017 Great Minds®

| | | | | |
|---|---|---|---|---|
| **Conventions** | ▪ Expresses clearly with effective volume.<br>▪ Speaks in coherent and complex sentences.<br>▪ Paces speech dynamically for meaning.<br>▪ Uses effective eye contact.<br>▪ Pronounces words clearly and accurately. | ▪ Speaks audibly and clearly.<br>▪ Speaks in coherent sentences.<br>▪ Speaks at an understandable pace.<br>▪ Uses appropriate eye contact.<br>▪ Pronounces words clearly. | ▪ Speaks audibly or clearly.<br>▪ Speaks in complete sentences.<br>▪ Sometimes speaks at an understandable pace.<br>▪ Occasionally makes eye contact.<br>▪ Occasionally pronounces words clearly. | ▪ Does not yet speak audibly or clearly.<br>▪ Does not yet speak in complete sentences.<br>▪ Speaks too fast or too slow.<br>▪ Does not yet make eye contact.<br>▪ Rarely, if ever, pronounces words clearly. |
| **Process** | ▪ Comments effectively balance questions and statements that contribute significantly to discussion.<br>▪ Upholds rules for collegial discussions for self and others and carries out defined individual roles.<br>▪ Sets specific and effective goals and deadlines.<br>▪ Builds and elaborates on other's comments and contributes positively to a collaborative group process.<br>▪ Agrees and disagrees respectfully and strategically, using knowledge of common categories of disagreements.<br>▪ Contributions indicate curiosity. | ▪ Comments balance questions and statements that contribute to discussion.<br>▪ Follows rules for collegial discussions and defines individual roles.<br>▪ Sets goals and deadlines.<br>▪ Builds and elaborates on other's comments.<br>▪ Agrees and disagrees respectfully and strategically.<br>▪ Contributions indicate engagement. | ▪ Contributes both questions and statements in conversations.<br>▪ Follows rules for collegial discussions or defines individual roles.<br>▪ Sets goals or deadlines.<br>▪ Links comments to comments of others.<br>▪ Agrees and disagrees respectfully.<br>▪ Contributions indicate compliance. | ▪ Does not yet contribute both questions and statements in conversations.<br>▪ Follows few, if any, agreed-upon rules for conversations.<br>▪ Does not yet set goals or deadlines.<br>▪ Does not yet link comments to comments of others.<br>▪ Does not yet indicate agreement or disagreement.<br>▪ Contributions do not yet indicate compliance. |
| **Listening** | ▪ Facial expressions and body language demonstrate curiosity.<br>▪ Attentive in a structured conversation for as long as needed.<br>▪ Listens actively and cues the speaker with gestures and facial expressions.<br>▪ Reflects and paraphrases strategically to consider multiple perspectives. | ▪ Eye contact and body language demonstrate attention.<br>▪ Attentive in a structured conversation for at least 30 minutes.<br>▪ Cues the speaker with gestures and/or facial expressions.<br>▪ Reflects and paraphrases to consider multiple perspectives. | ▪ Tracks speakers.<br>▪ Attentive in a structured conversation for at least 20 minutes.<br>▪ Sometimes gives the speaker cues.<br>▪ Reflects or paraphrases to consider multiple perspectives. | ▪ Sometimes track speakers.<br>▪ Attentive in a structured conversation for less than 20 minutes.<br>▪ Does not yet give the speaker cues.<br>▪ Does not yet reflect or paraphrase to consider multiple perspectives. |

Copyright © 2017 Great Minds®

| Grade 7: Speaking and Listening | | | | |
|---|---|---|---|---|
| | **4 (Exceeds Expectations)** | **3 (Meets Expectations)** | **2 (Partially Meets Expectations)** | **1 (Does Not Yet Meet Expectations)** |
| **Structure** | ▪ Poses probing questions that elicit elaboration.<br>▪ Responds to questions with relevant and coherent observations and ideas.<br>▪ Requests elaboration to further understanding.<br>▪ Organizes relevant and related information to strong effect.<br>▪ Effectively analyzes information and connects it to the topic of discussion. | ▪ Poses questions that elicit elaboration.<br>▪ Responds to questions with relevant observations.<br>▪ Requests more information to clear up confusion.<br>▪ Organizes relevant and related information.<br>▪ Analyzes information and connects it to the topic of discussion. | ▪ Poses clarifying questions.<br>▪ Responds to clarifying questions.<br>▪ Sometimes requests more information.<br>▪ Sometimes connects information.<br>▪ Interprets information and connects it to the topic of study. | ▪ Does not yet pose questions.<br>▪ Does not yet respond to questions.<br>▪ Does not request more information.<br>▪ Does not connect information.<br>▪ Does not yet present information connected to the topic of study. |
| **Development** | ▪ Coherently and effectively presents claims and findings emphasizing salient points.<br>▪ Prepares thoroughly in advance for discussions and draws extensively on evidence from that preparation.<br>▪ Logically and strategically orders contributions.<br>▪ Effectively and strategically evaluates the soundness of others' reasoning.<br>▪ Effectively reflects on and modifies own views in response to new, stronger ideas. | ▪ Coherently presents claims and findings emphasizing salient points.<br>▪ Prepares in advance for discussions and draws on evidence from that preparation.<br>▪ Logically orders contributions.<br>▪ Evaluates the soundness of others' reasoning.<br>▪ Modifies own views in response to new, stronger ideas. | ▪ Presents claims and findings using pertinent descriptions, facts, and details.<br>▪ Prepares in advance for discussions.<br>▪ Responds with some attention to logic.<br>▪ Responds to others' reasoning.<br>▪ Acknowledges new ideas. | ▪ Does not yet present claims.<br>▪ Does not prepare for discussions.<br>▪ Does not yet use logic.<br>▪ Does not yet respond to other's reasoning.<br>▪ Does not yet acknowledge new ideas. |
| **Style** | ▪ Uses multimedia components to strengthen spoken descriptions.<br>▪ Chooses precise and meaningful words to express ideas and feelings clearly.<br>▪ Optimally adapts inflection, tone, and non-verbal expression to audience and purpose.<br>▪ Effectively varies formality of speech to context. | ▪ Uses multimedia components to add detail to spoken descriptions.<br>▪ Chooses strong words to express ideas and feelings clearly.<br>▪ Adapts inflection, tone, and non-verbal expression to audience and purpose.<br>▪ Varies formality of speech to context. | ▪ Uses multimedia components when speaking.<br>▪ Chooses words to express ideas and feelings.<br>▪ Adapts inflection, tone, or non-verbal expression to audience or purpose.<br>▪ Speaks formally in academic conversations. | ▪ Does not use multimedia components.<br>▪ Word choice doesn't yet enhance expression.<br>▪ Does not yet use inflection.<br>▪ Does not yet speak formally.<br>▪ Does not yet adapt inflection, tone, or non-verbal expression to audience or purpose. |

Copyright © 2017 Great Minds®

| | | | | |
|---|---|---|---|---|
| **Conventions** | ▪ Expresses clearly with effective volume.<br>▪ Speaks in coherent and complex sentences.<br>▪ Paces speech dynamically for meaning.<br>▪ Uses effective eye contact.<br>▪ Pronounces words clearly and accurately. | ▪ Speaks audibly and clearly.<br>▪ Speaks in coherent sentences.<br>▪ Speaks at an understandable pace.<br>▪ Uses appropriate eye contact.<br>▪ Pronounces words clearly. | ▪ Speaks audibly or clearly.<br>▪ Speaks in complete sentences.<br>▪ Sometimes speaks at an understandable pace.<br>▪ Occasionally makes eye contact.<br>▪ Occasionally pronounces words clearly. | ▪ Does not yet speak audibly or clearly.<br>▪ Does not yet speak in complete sentences.<br>▪ Speaks too fast or too slow.<br>▪ Does not yet make eye contact.<br>▪ Rarely, if ever, pronounces words clearly. |
| **Process** | ▪ Comments effectively balance questions and statements that contribute significantly to discussion.<br>▪ Upholds rules for collegial discussions for self and others and carries out defined individual roles.<br>▪ Sets specific and effective goals and deadlines.<br>▪ Builds and elaborates on other's comments and contributes positively to a collaborative group process.<br>▪ Agrees and disagrees respectfully and strategically, using knowledge of common categories of disagreements.<br>▪ Contributions indicate curiosity.<br>▪ Routinely and adeptly brings the discussion back on topic. | ▪ Comments balance questions and statements that contribute to discussion.<br>▪ Follows rules for collegial discussions and defines individual roles.<br>▪ Sets goals and deadlines.<br>▪ Builds and elaborates on other's comments.<br>▪ Agrees and disagrees respectfully and strategically.<br>▪ Contributions indicate engagement.<br>▪ Brings the discussion back on topic. | ▪ Contributes both questions and statements in conversations.<br>▪ Follows rules for collegial discussions or defines individual roles.<br>▪ Sets goals or deadlines.<br>▪ Links comments to comments of others.<br>▪ Agrees and disagrees respectfully.<br>▪ Contributions indicate compliance.<br>▪ Acknowledges when the discussion is off topic. | ▪ Does not yet contribute both questions and statements in conversations.<br>▪ Follows few, if any, agreed-upon rules for conversations.<br>▪ Does not yet set goals or deadlines.<br>▪ Does not yet link comments to comments of others.<br>▪ Does not yet indicate agreement or disagreement.<br>▪ Contributions do not yet indicate compliance.<br>▪ Does not yet acknowledge when the discussion is off topic. |
| **Listening** | ▪ Facial expressions and body language demonstrate curiosity.<br>▪ Attentive in a structured conversation for as long as needed.<br>▪ Listens actively and cues the speaker with gestures and facial expressions.<br>▪ Reflects and paraphrases strategically to consider multiple perspectives. | ▪ Eye contact and body language demonstrate attention.<br>▪ Attentive in a structured conversation for at least 30 minutes.<br>▪ Cues the speaker with gestures and/or facial expressions.<br>▪ Reflects and paraphrases to consider multiple perspectives. | ▪ Tracks speakers.<br>▪ Attentive in a structured conversation for at least 20 minutes.<br>▪ Sometimes gives the speaker cues.<br>▪ Reflects or paraphrases to consider multiple perspectives. | ▪ Sometimes track speakers.<br>▪ Attentive in a structured conversation for less than 20 minutes.<br>▪ Does not yet give the speaker cues.<br>▪ Does not yet reflect or paraphrase to consider multiple perspectives. |

Copyright © 2017 Great Minds®

| Grade 8: Speaking and Listening | | | | |
|---|---|---|---|---|
| | **4 (Exceeds Expectations)** | **3 (Meets Expectations)** | **2 (Partially Meets Expectations)** | **1 (Does Not Yet Meet Expectations)** |
| **Structure** | ▪ Poses probing questions that connect the ideas of several speakers.<br>▪ Adeptly responds to questions and comments with relevant evidence.<br>▪ Organizes relevant and related well-chosen details to strong effect.<br>▪ Effectively analyzes the purpose of information presented. | ▪ Poses questions that connect the ideas of several speakers.<br>▪ Responds to questions and comments with relevant evidence.<br>▪ Organizes relevant and related well-chosen details.<br>▪ Analyzes the purpose of information presented. | ▪ Poses questions.<br>▪ Responds to questions with relevant observations.<br>▪ Sometimes connects relevant information.<br>▪ Analyzes information and connects it to the topic of study. | ▪ Does not yet pose questions.<br>▪ Does not yet respond to questions.<br>▪ Does not connect relevant information.<br>▪ Does not yet analyze information connected to the topic of study. |
| **Development** | ▪ Coherently and effectively presents claims and findings emphasizing salient points.<br>▪ Prepares thoroughly in advance for discussions and draws extensively on evidence from that preparation.<br>▪ Logically and strategically orders contributions.<br>▪ Effectively and strategically evaluates the soundness and validity of others' reasoning.<br>▪ Effectively reflects on and modifies own views in response to new, stronger ideas.<br>▪ Effectively analyzes the motives behind presentations. | ▪ Coherently presents claims and findings emphasizing salient points.<br>▪ Prepares in advance for discussions and draws on evidence from that preparation.<br>▪ Logically orders contributions.<br>▪ Evaluates the soundness and validity of others' reasoning.<br>▪ Modifies own views in response to new, stronger ideas.<br>▪ Analyzes the motives behind presentations. | ▪ Presents claims and findings using pertinent descriptions, facts, and details.<br>▪ Prepares in advance for discussions.<br>▪ Responds with some attention to logic.<br>▪ Responds to others' reasoning.<br>▪ Acknowledges new ideas.<br>▪ Acknowledges the motives behind presentations. | ▪ Does not yet present claims.<br>▪ Does not prepare for discussions.<br>▪ Does not yet use logic.<br>▪ Does not yet respond to other's reasoning.<br>▪ Does not yet acknowledge new ideas.<br>▪ Does not yet acknowledge the motives behind presentations. |
| **Style** | ▪ Uses multimedia components to strengthen and add interest to spoken descriptions.<br>▪ Chooses precise and meaningful words to express ideas and feelings clearly.<br>▪ Optimally adapts inflection, tone, and non-verbal expression to audience and purpose.<br>▪ Effectively varies formality of speech to context. | ▪ Uses multimedia components to add detail and interest to spoken descriptions.<br>▪ Chooses strong words to express ideas and feelings clearly.<br>▪ Adapts inflection, tone, and non-verbal expression to audience and purpose.<br>▪ Varies formality of speech to context. | ▪ Uses multimedia components when speaking.<br>▪ Chooses words to express ideas and feelings.<br>▪ Adapts inflection, tone, or non-verbal expression to audience or purpose.<br>▪ Speaks formally in academic conversations. | ▪ Does not use multimedia components.<br>▪ Word choice doesn't yet enhance expression.<br>▪ Does not yet use inflection.<br>▪ Does not yet speak formally.<br>▪ Does not yet adapt inflection, tone, or non-verbal expression to audience or purpose. |

Copyright © 2017 Great Minds®

| | | | | |
|---|---|---|---|---|
| **Conventions** | ▪ Expresses clearly with effective volume.<br>▪ Speaks in coherent and complex sentences.<br>▪ Paces speech dynamically for meaning.<br>▪ Uses effective eye contact.<br>▪ Pronounces words clearly and accurately. | ▪ Speaks audibly and clearly.<br>▪ Speaks in coherent sentences.<br>▪ Speaks at an understandable pace.<br>▪ Uses appropriate eye contact.<br>▪ Pronounces words clearly. | ▪ Speaks audibly or clearly.<br>▪ Speaks in complete sentences.<br>▪ Sometimes speaks at an understandable pace.<br>▪ Occasionally makes eye contact.<br>▪ Occasionally pronounces words clearly. | ▪ Does not yet speak audibly or clearly.<br>▪ Does not yet speak in complete sentences.<br>▪ Speaks too fast or too slow.<br>▪ Does not yet make eye contact.<br>▪ Rarely, if ever, pronounces words clearly. |
| **Process** | ▪ Comments effectively balance questions and statements that contribute significantly to discussion.<br>▪ Upholds rules for collegial discussions for self and others and carries out defined individual roles.<br>▪ Sets specific and effective goals and deadlines.<br>▪ Builds and elaborates on other's comments and contributes positively to a collaborative group process.<br>▪ Agrees and disagrees respectfully and strategically, using knowledge of common categories of disagreements.<br>▪ Routinely and adeptly identifies and refocuses irrelevant and off-topic discussion. | ▪ Comments balance questions and statements that contribute to discussion.<br>▪ Follows rules for collegial discussions and defines individual roles.<br>▪ Sets goals and deadlines.<br>▪ Builds and elaborates on other's comments.<br>▪ Agrees and disagrees respectfully and strategically.<br>▪ Identifies and refocuses irrelevant and off-topic discussion. | ▪ Contributes both questions and statements in conversations.<br>▪ Follows rules for collegial discussions or defines individual roles.<br>▪ Sets goals or deadlines.<br>▪ Links comments to comments of others.<br>▪ Agrees and disagrees respectfully.<br>▪ Acknowledges when the discussion is off topic. | ▪ Does not yet contribute both questions and statements in conversations.<br>▪ Follows few, if any, agreed-upon rules for conversations.<br>▪ Does not yet set goals or deadlines.<br>▪ Does not yet link comments to comments of others.<br>▪ Does not yet indicate agreement or disagreement.<br>▪ Does not yet acknowledge when the discussion is off topic. |
| **Listening** | ▪ Facial expressions and body language demonstrate curiosity.<br>▪ Attentive in a structured conversation for as long as needed.<br>▪ Listens actively and cues the speaker with gestures and facial expressions.<br>▪ Reflects and paraphrases strategically to consider multiple perspectives. | ▪ Eye contact and body language demonstrate attention.<br>▪ Attentive in a structured conversation for at least 30 minutes.<br>▪ Cues the speaker with gestures and/or facial expressions.<br>▪ Reflects and paraphrases to consider multiple perspectives. | ▪ Tracks speakers.<br>▪ Attentive in a structured conversation for at least 20 minutes.<br>▪ Sometimes gives the speaker cues.<br>▪ Reflects or paraphrases to consider multiple perspectives. | ▪ Sometimes track speakers.<br>▪ Attentive in a structured conversation for less than 20 minutes.<br>▪ Does not yet give the speaker cues.<br>▪ Does not yet reflect or paraphrase to consider multiple perspectives. |

Copyright © 2017 Great Minds®

## PARENT TIP SHEETS

This section contains an example of a Parent Tip Sheet. Parent Tips Sheets for each module can be accessed through the Great Minds website. Additionally, Parent Tip Sheets for Modules 2–4 are located in the Student Edition of each module.

For more information about Parent Tip Sheets, see the Sharing *Wit & Wisdom* with Families section of the "Getting Started" chapter.

# *WIT & WISDOM* PARENT TIP SHEET

## WHAT IS MY GRADE 1 STUDENT LEARNING IN MODULE 1?

*Wit & Wisdom* is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

**Module 1: A World of Books**

Module 2: Creature Features

Module 3: Powerful Forces

Module 4: Cinderella Stories

In this first module, *A World of Books*, we will study the power of books and libraries around the world. Some people have climbed mountains just to find books. Others have trekked to libraries on boats or even on elephants. In this module, we will ask the question: How do books—and the knowledge they bring—change lives around the world?

## OUR CLASS WILL READ THESE BOOKS:

### Picture Books (Informational)

- *Museum ABC*, The Metropolitan Museum of Art
- *My Librarian Is a Camel*, Margriet Ruurs

### Picture Books (Literary)

- *Tomás and the Library Lady*, Pat Mora and Raul Colon
- *Waiting for the Biblioburro*, Monica Brown and John Parra



Copyright © 2017 Great Minds®

- *That Book Woman*, Heather Henson and David Small
- *Green Eggs and Ham*, Dr. Seuss

## OUR CLASS WILL WATCH THESE VIDEOS:

- "Biblioburro: The Donkey Library," Ebonne Ruffins, CNN
- "Pack Horse Librarians," SLIS Storytelling

## OUR CLASS WILL EXAMINE THIS PAINTING:

- *The Midnight Ride of Paul Revere*, Grant Wood

## OUR CLASS WILL ASK THESE QUESTIONS:

- How do library books change life for Tomás?
- How does the Biblioburro change life for Ana?
- How do people around the world get books?
- How does the packhorse librarian change life for Cal?
- How do books change my life?

## QUESTIONS TO ASK AT HOME:

As you read with your Grade 1 student, ask:

- What do you notice and wonder?

## BOOKS TO READ AT HOME:

- *Poppleton*, Cynthia Rylant
- *Rain School*, James Rumford
- *Library Lion*, Michelle Knudsen
- *Abe Lincoln: The Boy Who Loved Books*, Kay Winters
- *Thank You, Mr. Falker*, Patricia Polacco
- *Wild about Books*, Judy Sierra
- *The Library*, Sarah Stewart



Copyright © 2017 Great Minds®

## PLACES YOU CAN VISIT TO TALK ABOUT BOOKS:

Visit the local library together. Ask the librarian:

- What is the history of the library?
- When was the library built?
- Who built the library?
- How many people visit the library each year?
- What programs does the library offer?



Copyright © 2017 Great Minds®

## SUGGESTED MATERIALS LISTS FOR MODULES 1 AND 2

This is a suggested purchase list of materials for the first two modules based on what is listed in the module lessons. There may be some items that need to be purchased for later modules that are not listed here.

There are some items (e.g., a magician's hat, bouncy balls, cups, etc.) that may be in the materials list in a specific lesson but are not listed here as classroom supplies.

| Kindergarten Materials | Description/Use | Suggested per Classroom or Student |
|---|---|---|
| Chart paper | ▪ Used for teachers to create charts for specific lessons and to display around the classroom as reference for students | 4 pads |
| Sticky notes | ▪ An assortment of colors and sizes needed<br>▪ In some lessons, different colors used to indicate different items | 4 pads per student |
| Sentence strips | | 3 packs |
| Scissors | | 1 per student |
| Glue sticks | | 3 per student |
| Construction paper | | 3 packs, multicolored |
| World map | | 1 map |
| Index cards | ▪ Small (3" x 5") and large (at least 4" x 6") sizes needed<br>▪ Used to make flash cards and for writing/ drawing responses (larger size for younger students) | 2 packs per student |
| Journal/notebook | ▪ Blank primary journals that include open space for drawing and large lines for writing<br>▪ Used for Response Journals | 4 per student |
| Map of the United States | | 1 map |
| Talking chips | ▪ Little tokens that students give back when they speak in a Socratic Seminar<br>▪ Could be a commonly used math manipulative | 1 set |
| White computer paper | ▪ Used for drawing | 2 packs |
| Markers | ▪ Variety of colors | 1 box per student |
| Crayons | | 1 box per student |
| String | | 1 roll |
| Sticky flags | ▪ Used to mark sentences, words, or pictures in books | 2 packs |



Copyright © 2017 Great Minds®

| | | |
|---|---|---|
| Whiteboards | | 1 per student |
| Dry-erase markers | | 5 boxes |
| Audio recording device (e.g., cell phone, voice recorder) | ▪ Used to record students speaking so teachers and students can listen to recordings | 1 per classroom |

| Grade 1 Materials | Description/Use | Suggested per Classroom or Student |
|---|---|---|
| Chart paper | ▪ Used for teachers to create charts for specific lessons and to display around the classroom as reference for students | 4 pads |
| Sticky notes | ▪ An assortment of colors and sizes needed<br>▪ In some lessons, different colors used to indicate different items | 3 pads per student |
| Sticky flags | ▪ Used to mark sentences, words, or pictures in books | 2 packs |
| Journals/notebooks*** | ▪ Use either composition books, or binders with dividers<br>▪ For this grade, two separate journals needed | Composition books: |
| Story Stones | ▪ Teachers label stones with different story elements so students can put the stones in order and retell a story in the correct order. | 8 per student<br>OR<br>Binder/dividers:<br>1 per student |
| World map | | 5 stones per student |
| Sentence strips | | 1 map |
| Colored pencils | | 3 packs |
| Crayons | | 1 pack per student |
| Whiteboards | | 1 per student |
| Dry-erase markers | | 5 boxes |
| Index cards | ▪ Small (3" x 5") and large (at least 4" x 6") sizes needed | 1 pack per student |

| Grade 2 Materials | Description/Use | Suggested per Classroom or Student |
|---|---|---|
| Chart paper | ▪ Used for teachers to create charts for specific lessons and to display around the classroom as reference for students | 4 pads |
| Sticky notes | ▪ An assortment of colors and sizes needed<br>▪ In some lessons, different colors used to indicate different items | 4 pads per student |
| Crayons | | 1 box of 12 per student |



Copyright © 2017 Great Minds®

| | | |
|---|---|---|
| Journals/notebooks*** | ▪ Use either composition books, or binders with dividers<br>▪ For this grade, two separate journals needed | Composition books:<br>8 per student<br>OR<br>Binder/dividers:<br>1 per student |
| Markers | ▪ Variety of colors | 1 box per student |
| Sentence strips | | 3 packs |
| Highlighters | ▪ Variety of colors needed | 2 per student |
| Story Stones | ▪ Teachers label stones with different story elements so students can put the stones in order and retell a story in the correct order. | 5 stones per student |
| Index cards | ▪ Variety of colors needed<br>▪ Small (3" x 5") and large (at least 4" x 6") sizes needed | 2 packs per student |
| Colored pencils | | 1 set per student |
| Whiteboards | | 1 per student |
| Sticky flags | | 2 packs |
| Map of the United States | | 1 map |
| Plastic sheet protectors | | 2 packs |
| Scissors | | 1 pair per student |
| Tape | | 1 roll |

| Grade 3 Materials | Description/Use | Suggested per Classroom or Student |
|---|---|---|
| Chart paper | ▪ Used for teachers to create charts for specific lessons and to display around the classroom as reference for students | 4 pads |
| Index cards | ▪ Small (3" x 5") and large (at least 4" x 6") sizes needed | 2 packs per student |
| Highlighters | ▪ Variety of colors needed | 2 per student |
| Dictionary | ▪ Online or print | 1 per student |
| Sentence strips | | 3 packs |
| Markers | ▪ Variety of colors | 1 box per student |
| Crayons | | 1 box per student |
| Colored pencils | | 1 box per student |



Copyright © 2017 Great Minds®

| | | |
|---|---|---|
| Sticky notes | ▪ An assortment of colors and sizes needed<br>▪ In some lessons, different colors used to indicate different items | 4 pads per student |
| White computer paper | | 2 packs |
| Journals/notebooks*** | ▪ Use either composition books, or binders with dividers<br>▪ For this grade, three separate journals needed | Composition books:<br>12 per student<br>OR<br>Binder/dividers:<br>1 per student |
| Colored paper | | 1 pack |
| Glue sticks | | 1 per student |

| Grade 4 Materials | Description/Use | Suggested per Classroom or Student |
|---|---|---|
| Chart paper | ▪ Used for teachers to create charts for specific lessons and to display around the classroom as reference for students | 4 pads |
| Large pocket chart | | 1 per classroom |
| Index cards | ▪ Small (3" x 5") and large (at least 4" x 6") sizes needed | 3 packs per student |
| Computer paper | | 2 packs |
| Markers | ▪ Variety of colors | 1 box per student |
| Highlighters | ▪ Variety of colors needed | 2 per student |
| Colored pencils | | 1 pack per student |
| Sticky notes | ▪ An assortment of colors and sizes needed<br>▪ In some lessons, different colors used to indicate different items | 4 packs per student |
| Glue sticks | | 2 per student |
| Sticky flags | | 2 packs |
| Construction paper | | 2 packs |
| Sentence strips | | 2 packs |
| Clipboard | | 2 per classroom |
| Journals/notebooks*** | ▪ Use either composition books, or binders with dividers<br>▪ For this grade, three separate journals needed | Composition books:<br>12 per student<br>OR<br>Binder/dividers:<br>1 per student |



Copyright © 2017 Great Minds®

| | | |
|---|---|---|
| Ruler | | 1 per student |
| Glue sticks | | 1 per student |
| Masking tape | | 1 roll |

| Grade 5 Materials | Description/Use | Suggested per Classroom or Student |
|---|---|---|
| Chart paper | ▪ Used for teachers to create charts for specific lessons and to display around the classroom as reference for students | 4 pads |
| Dictionary | ▪ Online or print | 1 per student |
| Colored pencils | | 1 pack per student |
| Highlighters | ▪ Variety of colors needed | 2 per student |
| Index cards | | 3 packs per student |
| Red pencils or pens | | 2 per student |
| Sticky notes | ▪ An assortment of colors and sizes needed<br>▪ In some lessons, different colors used to indicate different items | 6 pads per student |
| Dot stickers | | 1 pack |
| Glue sticks | | 1 per student |
| Journals/notebooks*** | ▪ Use either composition books, or binders with dividers<br>▪ For this grade, three separate journals needed | Composition books:<br>12 per student<br>OR<br>Binder/dividers:<br>1 per student |
| Sticky flags | | 2 packs |
| Whiteboards | | 1 per student |
| Dry-erase markers | | 5 boxes |

| Grade 6 Materials | Description/Use | Suggested per Classroom or Student |
|---|---|---|
| Chart paper | ▪ Used for teachers to create charts for specific lessons and to display around the classroom as reference for students | 4 pads |
| Markers | ▪ Variety of colors | 1 box per student |
| Highlighters | ▪ Variety of colors | 1 pack per student |
| Colored pencils | | 1 pack per student |
| Index cards | | 2 packs per student |



Copyright © 2017 Great Minds®

| | | |
|---|---|---|
| Journals/notebooks*** | ▪ Use either composition books, or binders with dividers<br>▪ For this grade, three separate journals needed | Composition books:<br>12 per student<br>OR<br>Binder/dividers:<br>1 per student |

| Grade 7 Materials | Description/Use | Suggested per Classroom or Student |
|---|---|---|
| Chart paper | ▪ Used for teachers to create charts for specific lessons and to display around the classroom as reference for students | 4 pads |
| Journals/notebooks*** | ▪ Use either composition books, or binders with dividers<br>▪ For this grade, three separate journals needed | Composition books: 12 per student<br>OR<br>Binder/dividers:<br>1 per student |
| Index cards | | 2 packs per student |
| Sticky notes | ▪ An assortment of colors and sizes needed<br>▪ In some lessons, different colors used to indicate different items | 4 packs per student |
| Dictionary | ▪ Online or print | 1 per student |
| Thesaurus | ▪ Online or print | 1 per student |

| Grade 8 Materials | Description/Use | Suggested per Classroom or Student |
|---|---|---|
| Chart paper | ▪ Used for teachers to create charts for specific lessons and to display around the classroom as reference for students | 4 pads |
| Journals/notebooks*** | ▪ Use either composition books, or binders with dividers<br>▪ For this grade, three separate journals needed | Composition books:<br>12 per student<br>OR<br>Binder/dividers:<br>1 per student |
| Markers | ▪ Variety of colors | 1 box per student |
| Sticky notes | ▪ An assortment of colors and sizes needed<br>▪ In some lessons, different colors used to indicate different items | 4 packs per student |
| Index cards | ▪ Variety of colors | 3 packs per student |
| Colored pencils | | 1 pack per student |
| Highlighters | ▪ Variety of colors | 2 per student |

****Schools have some choices with student journals. They might use separate composition books for each journal, or a three-ring binder with dividers to hold all the journal types. If they use composition books, students will likely go through multiple Response Journals in the year—an estimate of one composition book per module.*



Copyright © 2017 Great Minds®

| | | |
|---|---|---|
| Multimedia recording equipment | ▪ Students will record themselves reciting a poem and will need to be able to play it back on some sort of electronic device | Varies depending on chosen recording option |
| Yard stick | | 1 per classroom |
| Masking tape | | 1 roll |



Copyright © 2017 Great Minds®

# BACKGROUND READING

## Foundational Sources

Adler, Mortimer Jerome, and Charles Lincoln Van Doren. *How to Read a Book*. Touchstone, 1972.

The Vermont Writing Collaborative. *Writing for Understanding: Using Backward Design to Help All Students Write Effectively*. Authentic Education, 2008.

## Articles and Reports

Adams, Marilyn Jager. "Advancing Our Students' Language and Literacy: The Challenge of Complex Texts." *American Educator*, vol. 34, no. 4, 2010, pp. 3–53. *American Federation of Teachers*, **http://witeng.link/0135**. Accessed 27 June 2016.

Cain, Katie, and Jane Oakhill. "Matthew Effects in Young Readers: Reading Comprehension and Reading Experience Aid Vocabulary Development." *Journal of Learning Disabilities*, vol. 44, no. 5, 2011, pp. 431–443, **http://witenglink/0618**. Accessed 27 June 2016.

Cunningham, Anne E., and Keith E. Stanovich. "What Reading Does for the Mind." *American Educator*, 1998, pp. 1–8. *American Federation of Teachers*, **http://witeng.link/0136**. Accessed 27 June 2016. PDF.

Fisher, Douglas, and Nancy Frey. "Close Reading in Elementary Schools." *The Reading Teacher*, vol. 66, no. 3, 2012, pp. 179–188. *American Reading Company*, **http://witeng.link/0137**. Accessed 27 June 2016. PDF.

Graham, Steve, and Dolores Perin. *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools—A Report to Carnegie Corporation of New York*. Alliance for Excellent Education, Carnegie Corporation of New York, 2007, **http://witeng.link/0138**. Accessed 27 June 2016. PDF.

Griffith, Lorraine. "Great Content, Good Questions, and Sufficient Time Spark Curiosity." *ASCD Express*, vol. 11, no. 17: Encouraging Curious Minds, 12 May 2016. ASCD, **http://witeng.link/0139**. Accessed 27 June 2016.

Griffith, Lorraine Wiebe, and Timothy V. Rasinski. "A Focus on Fluency: How One Teacher Incorporated Fluency with Her Reading Curriculum." *The Reading Teacher*, vol. 58, no. 2, 2004, pp. 126–137, **http://witeng.link/0619**. Accessed 27 June 2016. PDF.

Hirsch, E. D. Jr. "Building Knowledge: The Case for Bringing Content into the Language Arts Block and for a Knowledge-Rich Curriculum Core for All Children." *American Educator*, vol. 30, no. 2, 2006. *American Federation of Teachers*, **http://witeng.link/0132**. Accessed 27 June 2016.

Hochman, Judith. "Academic Writing Is Not a Throwback to the 1950's." *The Atlantic*, Atlantic Media Company, 26 Sept. 2012, **http://witeng.link/0140**. Accessed 27 June 2016.

Liben, David. "Vocabulary and the Common Core." *Achieve the Core*, Student Achievement Partners, 18 July 2014, **http://witeng.link/0141**. Accessed 28 June 2016.



Copyright © 2017 Great Minds®

Pearson, P. David, and David Liben. "The Progression of Reading Comprehension." *Achieve the Core*, Student Achievement Partners, 13 Aug. 2013, **http://witeng.link/0134**. Accessed 28 June 2016.

Shanahan, Timothy. "Letting the Text Take Center Stage: How the Common Core State Standards Will Transform English Language Arts Instruction." *American Educator*, vol. 37, no. 3, 2013, pp. 4–11. *American Federation of Teachers*, **http://witeng.link/0142**. Accessed 28 June 2016. PDF.

Stanovich, Keith E. "Matthew Effects in Reading: Some Consequences of Individual Differences in the Acquisition of Literacy." *Reading Research Quarterly*, vol. 21, no. 4. 1986, pp. 360–407, **http://witeng.link/0143**. Accessed 28 June 2016. PDF.

Tyre, Peg. "The Writing Revolution." *The Atlantic*, Atlantic Media Company, Oct. 2012, **http://witeng.link/0144**. Accessed 28 June 2016.

Vermont Writing Collaborative, Student Achievement Partners, and CCSSO. *In Common: Effective Writing for All Students—Collection of All Informative/Explanatory Samples, K–12. Achieve the Core*, Student Achievement Partners, **http://witeng.link/0145**. Accessed 28 June 2016. PDF.

## Books

Adams, Marilyn Jager. *Beginning to Read: Thinking and Learning about Print*. MIT Press, 1990.

Adler, Mortimer Jerome. *How to Speak, How to Listen.* Simon & Schuster, 1997.

Beck, Isabel L., and Margaret G. McKeown. *Improving Comprehension with Questioning the Author: A Fresh and Expanded View of a Powerful Approach*. Scholastic, 2006.

Beck, Isabel L., et al. *Bringing Words to Life: Robust Vocabulary Instruction*. 2nd ed, Guilford, 2013.

Beers, G. Kylene, and Robert E. Probst. *Notice & Note: Strategies for Close Reading*. Heinenmann, 2013.

Benjamin, Amy, and Joan Berger. *Teaching Grammar: What Really Works. Eye on Education*, 2010.

Delpit, Lisa. *Other People's Children: Cultural Conflict in the Classroom*. The New Press, 2006.

Ebbers, Susan M. *Vocabulary through Morphemes*. 2nd ed, Cambium Learning Sopris, 2011.

Fish, Stanley Eugene. *How to Write a Sentence: And How to Read One*. Harper, 2011.

Frey, Nancy, and Douglas Fisher. *Checking for Understanding: Formative Assessment Techniques for Your Classroom*. 2nd ed, ASCD, 2014.

Frey, Nancy, and Douglas Fisher. *Rigorous Reading: 5 Access Points for Comprehending Complex Texts*. Corwin, 2013.

Frey, Nancy, and Douglas Fisher. *The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning*. ASCD, 2011.

Gallagher, Kelly. *Deeper Reading: Comprehending Challenging Texts*, 4–12. Stenhouse, 2004.



Copyright © 2017 Great Minds®

# WORKS CITED

ACT. *Reading Between the Lines: What the ACT Reveals about College Readiness in Reading*. ACT, 2006, Web. Accessed 1 Aug. 2016. PDF.

Adams, Marilyn Jager. "Advancing Our Students' Language and Literacy: The Challenge of Complex Texts." *American Educator*, vol. 34, no. 4, 2011, pp. 3–11.

Adler, Mortimer J., and Charles Van Doren. *How to Read a Book: The Classic Guide to Intelligent Reading*. Touchstone, 1972.

Anderson, Richard, and Peter Freebody. "Vocabulary Knowledge." *Comprehension and Teaching: Research Reviews*. Edited by John T. Guthrie, International Reading Association, 1981, pp. 77–117.

Boyles, Nancy. "Closing in on Close Reading." *Educational Leadership*, vol. 70, no. 4, 2012–2013, pp. 36–41.

Chall, Jeanne S., and Vicki A. Jacobs. "The Classic Study on Poor Children's Fourth-Grade Slump." *American Educator*, vol. 27, no. 1, 2003, Web. Accessed 1 Aug. 2016.

Ebbers, Susan M., and Carolyn A. Denton. "A Root Awakening: Vocabulary Instruction for Older Students with Reading Difficulties." *Learning Disabilities Research and Practice*, vol. 23, no. 2, 2008, pp. 90–102.

Feitelson, Dina, et al. "Effects of Listening to Series Stories on First Graders' Comprehension and Use of Language." *Research in the Teaching of English*, vol. 20, no. 4, 1986, pp. 339–356.

Fountas, Irene C., and Gay Su Pinnell. "Guided Reading: The Romance and the Reality." *The Reading Teacher*, vol. 66, no. 4, 2012, pp. 268–84.

Frey, Nancy, and Douglas B. Fisher. *Rigorous Reading: 5 Access Points for Comprehending Complex Texts*. Corwin, 2013.

Graham, Steve, and Dolores Perin. *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools: A Report to Carnegie Corporation of New York*. Alliance for Excellent Education, Carnegie Corporation of New York, 2007, **http://witeng.link/0138**. Accessed 1 Aug. 2016. PDF.

Hawkins, Joey, et al. *Writing for Understanding: Using Backward Design to Help All Students Write Effectively*. Authentic Education, 2008.

Jones, Barbara, et al. *Supporting Students in Close Reading*. The Regents of the University of California, Feb. 2015, Web. Accessed 1 Aug. 2016. PDF.

Liben, David. "Framework for Preparing, Implementing and Assessing Close Reading Lessons." *Achieve the Core*, Student Achievement Partners, 20 May 2015. Web. 1 Aug. 2016.

Miller, George A., and Patricia M. Gildea. "How Children Learn Words." *Scientific American*, vol. 257, no. 3, 1987, pp. 94–99.



Copyright © 2017 Great Minds®

Nagy, William E., and Judith A. Scott. "Vocabulary Processes." *Handbook of Reading Research, Volume III*. Edited by Michael L. Kamil, et al, Lawrence Erlbaum Associates, 2000, pp. 269-284.

National Governors Association Center for Best Practices and Council of Chief State School Officers. "Appendix A: Research Supporting Key Elements of the Standards, Glossary of Key Terms." *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*, NGA Center and CCSSO, 2010, Web. Accessed 1 Aug. 2016. PDF.

National Governors Association Center for Best Practices and Council of Chief State School Officers. *Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*. NGA Center and CCSSO, 2010, Web. Accessed 1 Aug. 2016. PDF.

National Research Council. *How People Learn: Brain, Mind, Experience, and School: Expanded Edition*. The National Academies Press, 2000.

Partnership for Assessment of Readiness for College and Careers. "Structure of the Model Content Frameworks for ELA/Literacy." PARCC, Web. Accessed 1 Aug. 2016.

Pearson, P. David, and David Liben. "The Progression of Reading Comprehension." *Achieve the Core*, Student Achievement Partners, 13 Aug. 2013, Web. Accessed 1 Aug. 2016.

Rasinski, Timothy. *The Fluent Reader*. Scholastic, 2003.

Ramsden, Neil. "Mini Matrix-Maker." *Word Building and Spelling Experiments in English Morphology*, 10 Jan. 2013, **http://witeng.link/0617**.

Shanahan, Timothy. "Letting the Text Take Center Stage: How the Common Core State Standards Will Transform English Language Arts Instruction." *American Educator*, vol. 37, no. 3, 201, pp. 4-11.

Stanovich, Keith E. "Matthew Effects in Reading: Some Consequences of Individual Differences in the Acquisition of Literacy." *Reading Research Quarterly*, vol. 21, no. 4, 1986, pp. 360-407.

Willingham, Daniel T. "How Knowledge Helps: It Speeds and Strengthens Reading Comprehension, Learning and Thinking." *American Educator*, vol. 30, no. 1, 2006, Web. Accessed 1 Aug. 2016.



Copyright © 2017 Great Minds®

## CREDITS

Great Minds® has made every effort to obtain permission for the reprinting of all copyrighted material. If any owner of copyrighted material is not acknowledged herein, please contact Great Minds® for proper acknowledgment in all future editions and reprints of this module.

- All images are used under license from Shutterstock.com unless otherwise noted.
- For updated credit information, please visit **http://witeng.link/credits**.

Copyright © 2017 Great Minds®

# ACKNOWLEDGMENTS


## Great Minds® Staff

*The following writers, editors, reviewers, and support staff contributed to the development of this curriculum.*

Ann Brigham, Lauren Chapalee, Sara Clarke, Emily Climer, Lorraine Griffith, Emily Gula, Sarah Henchey, Trish Huerster, Stephanie Kane-Mainier, Lior Klirs, Liz Manolis, Andrea Minich, Lynne Munson, Marya Myers, Rachel Rooney, Aaron Schifrin, Danielle Shylit, Rachel Stack, Sarah Turnage, Michelle Warner, Amy Wierzbicki, Margaret Wilson, and Sarah Woodard.

## Colleagues and Contributors

*We are grateful for the many educators, writers, and subject-matter experts who made this program possible.*

David Abel, Robin Agurkis, Elizabeth Bailey, Julianne Barto, Amy Benjamin, Andrew Biemiller, Charlotte Boucher, Sheila Byrd-Carmichael, Jessica Carloni, Eric Carey, Janine Cody, Rebecca Cohen, Elaine Collins, Tequila Cornelious, Beverly Davis, Matt Davis, Thomas Easterling, Jeanette Edelstein, Kristy Ellis, Moira Clarkin Evans, Charles Fischer, Marty Gephart, Kath Gibbs, Natalie Goldstein, Christina Gonzalez, Mamie Goodson, Nora Graham, Lindsay Griffith, Brenna Haffner, Joanna Hawkins, Elizabeth Haydel, Steve Hettleman, Cara Hoppe, Ashley Hymel, Carol Jago, Jennifer Johnson, Mason Judy, Gail Kearns, Shelly Knupp, Sarah Kushner, Shannon Last, Suzanne Lauchaire, Diana Leddy, David Liben, Farren Liben, Jennifer Marin, Susannah Maynard, Cathy McGath, Emily McKean, Jane Miller, Rebecca Moore, Cathy Newton, Turi Nilsson, Julie Norris, Galemarie Ola, Michelle Palmieri, Meredith Phillips, Shilpa Raman, Tonya Romayne, Emmet Rosenfeld, Jennifer Ruppel, Mike Russoniello, Deborah Samley, Casey Schultz, Renee Simpson, Rebecca Sklepovich, Amelia Swabb, Kim Taylor, Vicki Taylor, Melissa Thomson, Lindsay Tomlinson, Melissa Vail, Keenan Walsh, Julia Wasson, Lynn Welch, Yvonne Guerrero Welch, Emily Whyte, Lynn Woods, and Rachel Zindler.

## Early Adopters

*The following early adopters provided invaluable insight and guidance for* Wit & Wisdom*:*

- Bourbonnais School District 53 • Bourbonnais, IL
- Coney Island Prep Middle School • Brooklyn, NY
- Gate City Charter School for the Arts • Merrimack, NH
- Hebrew Academy for Special Children • Brooklyn, NY
- Paris Independent Schools • Paris, KY
- Saydel Community School District • Saydel, IA
- Strive Collegiate Academy • Nashville, TN
- Valiente College Preparatory Charter School • South Gate, CA
- Voyageur Academy • Detroit, MI

Design Direction provided by Alton Creative, Inc.

Project management support, production design, and copyediting services provided by **ScribeConcepts.com**

Copyediting services provided by Fine Lines Editing

Product management support provided by Sandhill Consulting


Copyright © 2017 Great Minds®

# *GO Math!* Scope and Sequence

This document contains a high-level scope and sequence for the GO Math! program intended to give teachers an overview of where instructional time will be spent across the year through use of GO Math!. It provides a suggested sequence of instruction and assessments, including where NYCDOE Periodic Assessments can be used to gauge students' understanding of concepts and skills taught at benchmark moments throughout the year. Based on the Common Core Standards, Go Math! is divided into critical areas that offer a focused and coherent study of the key concepts and skills for each grade.

For each critical area, you will see the following:

- **Essential Ideas:** The key topics of the unit; chapters and lessons are built around achieving understanding and mastery of these topics.
- **Standards:** The standards listed show the main standards covered throughout the Critical Area. Instruction is focused on achieving a thorough knowledge of these standards.
- **Mathematical Practices:** While all practices are integrated into each Critical Area, the practices listed are ones that receive particular emphasis.
- **Essential Questions:** The essential question for each chapter is listed, showing the goal of each chapter.
- **Assessment Opportunities:** This listing highlights the assessments that ensure teachers can gauge student success on mastering the standards covered in the Critical Area.

| Grade K: Suggested Sequence for the *GO Math!* program | Suggested Amount of Time (in days) |
|---|---|
| Critical Area 1: **Number and Operations** | 84 days |
| Critical Area 2: **Geometry and Positions** | 25 days |
| Critical Area 3: **Measurement and Data** | 15 days |

| | **Critical Area 1: Number and Operations** Chapters 1–8<br>84 Days (Instructional Days: 68; Assessment Days: 16) | **Critical Area 2: Geometry and Positions** Chapters 9–10<br>25 Days (Instructional Days: 21; Assessment Days: 4) |
|---|---|---|
| **Focus or Main CC Standards** | **Know number names and the count sequence.**<br>**K.CC.1** Count to 100 by ones and by tens.<br>**K.CC.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).<br>**K.CC.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).<br>**Count to tell the number of objects.**<br>**K.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality.<br>**K.CC.4a** When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.<br>**K.CC.4b** Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.<br>**K.CC.4c** Understand that each successive number name refers to a quantity that is one larger.<br>**K.CC.5** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.<br>**Compare numbers.**<br>**K.CC.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.<br>**K.CC.7** Compare two numbers between 1 and 10 presented as written numerals.<br>**Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**<br>**K.OA.1** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.<br>**K.OA.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.<br>**K.OA.3** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).<br>**K.OA.4** For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.<br>**K.OA.5** Fluently add and subtract within 5.<br>**Work with numbers 11–19 to gain foundations for place value.**<br>**K.NBT.1** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. | **Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).**<br>**K.G.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.<br>**K.G.2** Correctly name shapes regardless of their orientations or overall size.<br>**K.G.3** Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").<br>**Analyze, compare, create, and compose shapes.**<br>**K.G.4** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).<br>**K.G.5** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.<br>**K.G.6** Compose simple shapes to form larger shapes. |
| **Highlighted Mathematical Practices** | **MP.5** Use appropriate tools strategically.<br>**MP.6** Attend to precision.<br>**MP.8** Look for and express regularity in repeated reasoning. | **MP.3** Construct viable arguments and critique the reasoning of others.<br>**MP.7** Look for and make use of structure. |
| **Essential Questions** | • How can you show, count, and write numbers 0 to 5? (Chapter 1)<br>• How can building and comparing sets help you compare numbers? (Chapter 2)<br>• How can you show, count, and write numbers 6 to 9? (Chapter 3)<br>• How can you show and compare numbers to 10? (Chapter 4)<br>• How can you show addition? (Chapter 5)<br>• How can you show subtraction? (Chapter 6)<br>• How can you show, count, and write numbers 11 to 19? (Chapter 7)<br>• How can you show, count, and write numbers to 10 and beyond? (Chapter 8) | • How can you identify, name, and describe two-dimensional shapes? (Chapter 9)<br>• How can identifying and describing shapes help you sort them? (Chapter 10) |
| **Assessment Opportunities** | Show What You Know<br>Mid-Chapter Checkpoint<br>Chapter Review/Test<br>Chapter Test<br>Chapter Performance Task<br>Critical Area Performance Task | Show What You Know<br>Mid-Chapter Checkpoint<br>Chapter Review/Test<br>Chapter Test<br>Chapter Performance Task<br>Critical Area Performance Task |

## Critical Area 3: Measurement and Data Chapters 11–12

15 Days (Instructional Days: 11; Assessment Days: 4)

**Focus or Main CC Standards**

**Describe and compare measurable attributes.**

**K.MD.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

**K.MD.2** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.

**Classify objects and count the number of objects in each category.**

**K.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

**Highlighted Mathematical Practices**

**MP.1** Make sense of problems and persevere in solving them.
**MP.2** Reason abstractly and quantitatively.
**MP.4** Model with mathematics.

**Essential Questions**

- How can comparing objects help you measure them? (Chapter 11)
- How does sorting help you display information? (Chapter 12)

**Assessment Opportunities**

Show What You Know
Mid-Chapter Checkpoint
Chapter Review/Test
Chapter Test
Chapter Performance Task
Critical Area Performance Task

# *GO Math!* Scope and Sequence

This document contains a high-level scope and sequence for the GO Math! program intended to give teachers an overview of where instructional time will be spent across the year through use of GO Math!. It provides a suggested sequence of instruction and assessments, including where NYCDOE Periodic Assessments can be used to gauge students' understanding of concepts and skills taught at benchmark moments throughout the year. Based on the Common Core Standards, Go Math! is divided into critical areas that offer a focused and coherent study of the key concepts and skills for each grade.

For each critical area, you will see the following:

- **Essential Ideas:** The key topics of the unit; chapters and lessons are built around achieving understanding and mastery of these topics.
- **Standards:** The standards listed show the main standards covered throughout the Critical Area. Instruction is focused on achieving a thorough knowledge of these standards.
- **Mathematical Practices:** While all practices are integrated into each Critical Area, the practices listed are ones that receive particular emphasis.
- **Essential Questions:** The essential question for each chapter is listed, showing the goal of each chapter.
- **Assessment Opportunities:** This listing highlights the assessments that ensure teachers can gauge student success on mastering the standards covered in the Critical Area.

| **Grade 1: Suggested Sequence for the *GO Math!* program** | **Suggested Amount of Time (in days)** |
|---|---|
| Critical Area 1: **Operations and Algebraic Thinking** | 55 days |
| Critical Area 2: **Number and Operations in Base Ten** | 30 days |
| Critical Area 3: **Measurement and Data** | 20 days |
| Critical Area 4: **Geometry** | 19 days |

| | Critical Area 1: Operations and Algebraic Thinking<br>Chapters 1–5<br>55 Days (Instructional Days: 45; Assessment Days: 10) | Critical Area 2: Number and Operations in Base Ten<br>Chapters 6–8<br>30 Days (Instructional Days: 24; Assessment Days: 6) |
|---|---|---|
| **Focus or Main CC Standards** | **Represent and solve problems involving addition and subtraction.**<br>**1.OA.1** Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.<br>**1.OA.2** Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.<br>**Understand and apply properties of operations and the relationship between addition and subtraction.**<br>**1.OA.3** Apply properties of operations as strategies to add and subtract.<br>**1.OA.4** Understand subtraction as an unknown-addend problem<br>**Add and subtract within 20.**<br>**1.OA.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).<br>**1.OA.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).<br>**Work with addition and subtraction equations.**<br>**1.OA.8** Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. | **Add and subtract within 20.**<br>**1.OA.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).<br>**Extend the counting sequence.**<br>**1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.<br>**Understand place value.**<br>**1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:<br>**1.NBT.2a** 10 can be thought of as a bundle of ten ones — called a "ten."<br>**1.NBT.2b** The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.<br>**1.NBT.2c** The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).<br>**1.NBT.3** Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.<br>**Use place value understanding and properties of operations to add and subtract.**<br>**1.NBT.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.<br>**1.NBT.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.<br>**1.NBT.6** Subtract multiples of 10 in the range 10–90 from multiples of 10 in the range 10–90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. |
| **Highlighted Mathematical Practices** | **MP.2** Reason abstractly and quantitatively.<br>**MP.4** Model with mathematics.<br>**MP.8** Look for and express regularity in repeated reasoning. | **MP.1** Make sense of problems and persevere in solving them.<br>**MP.3** Construct viable arguments and critique the reasoning of others.<br>**MP.6** Attend to precision. |
| **Essential Questions** | • How can you model adding within 10? (Chapter 1)<br>• How can you subtract numbers from 10 or less? (Chapter 2)<br>• How do you solve addition problems? (Chapter 3)<br>• How do you solve subtraction problems? (Chapter 4)<br>• How can relating addition and subtraction help you to learn and understand facts within 20? (Chapter 5) | • How do you use place value to model, read, and write numbers to 120? (Chapter 6)<br>• How do you use place value to compare numbers? (Chapter 7)<br>• How can you add and subtract two-digit numbers? (Chapter 8) |
| **Assessment Opportunities** | Show What You Know<br>Mid-Chapter Checkpoint<br>Chapter Review/Test<br>Chapter Test<br>Chapter Performance Task<br>Critical Area Performance Task | Show What You Know<br>Mid-Chapter Checkpoint<br>Chapter Review/Test<br>Chapter Test<br>Chapter Performance Task<br>Critical Area Performance Task |

| | **Critical Area 3: Measurement and Data** Chapters 9–10<br>20 Days (Instructional Days: 16; Assessment Days: 4) | **Critical Area 4: Geometry** Chapters 11–12<br>19 Days (Instructional Days: 15; Assessment Days: 4) |
|---|---|---|
| **Focus or Main CC Standards** | **Measure lengths indirectly and by iterating length units.**<br>**1.MD.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object.<br>**1.MD.2** Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.<br>**Tell and write time.**<br>**1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks.<br>**Represent and interpret data.**<br>**1.MD.4** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. | **Reason with shapes and their attributes.**<br>**1.G.1** Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.<br>**1.G.2** Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.<br>**1.G.3** Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares. |
| **Highlighted Mathematical Practices** | **MP.2** Reason abstractly and quantitatively.<br>**MP.3** Construct viable arguments and critique the reasoning of others.<br>**MP.8** Look for and express regularity in repeated reasoning. | **MP.1** Make sense of problems and persevere in solving them.<br>**MP.4** Model with mathematics.<br>**MP.7** Look for and make use of structure. |
| **Essential Questions** | • How can you measure length and tell time? (Chapter 9)<br>• How can graphs and charts help you organize, represent, and interpret data? (Chapter 10) | • How do you identify and describe three-dimensional shapes? (Chapter 11)<br>• How do you sort and describe two-dimensional shapes? (Chapter 12) |
| **Assessment Opportunities** | Show What You Know<br>Mid-Chapter Checkpoint<br>Chapter Review/Test<br>Chapter Test<br>Chapter Performance Task<br>Critical Area Performance Task | Show What You Know<br>Mid-Chapter Checkpoint<br>Chapter Review/Test<br>Chapter Test<br>Chapter Performance Task<br>Critical Area Performance Task |

# *GO Math!* Scope and Sequence

This document contains a high-level scope and sequence for the GO Math! program intended to give teachers an overview of where instructional time will be spent across the year through use of GO Math!. It provides a suggested sequence of instruction and assessments, including where NYCDOE Periodic Assessments can be used to gauge students' understanding of concepts and skills taught at benchmark moments throughout the year. Based on the Common Core Standards, Go Math! is divided into critical areas that offer a focused and coherent study of the key concepts and skills for each grade.

For each critical area, you will see the following:

- **Essential Ideas:** The key topics of the unit; chapters and lessons are built around achieving understanding and mastery of these topics.
- **Standards:** The standards listed show the main standards covered throughout the Critical Area. Instruction is focused on achieving a thorough knowledge of these standards.
- **Mathematical Practices:** While all practices are integrated into each Critical Area, the practices listed are ones that receive particular emphasis.
- **Essential Questions:** The essential question for each chapter is listed, showing the goal of each chapter.
- **Assessment Opportunities:** This listing highlights the assessments that ensure teachers can gauge student success on mastering the standards covered in the Critical Area.

| **Grade 2: Suggested Sequence for the *GO Math!* program** | **Suggested Amount of Time (in days)** |
|---|---|
| Critical Area 1: **Number Sense and Place Value** | 25 days |
| Critical Area 2: **Addition and Subtraction** | 52 days |
| Critical Area 3: **Measurement and Data** | 41 days |
| Critical Area 4: **Geometry and Fractions** | 12 days |

| | Critical Area 1: Number Sense and Place Value<br>Chapters 1–2<br>25 Days (Instructional Days: 21; Assessment Days: 4) | Critical Area 2: Addition and Subtraction<br>Chapters 3–6<br>52 Days (Instructional Days: 44; Assessment Days: 8) |
|---|---|---|
| **Focus or Main CC Standards** | **Work with equal groups of objects to gain foundations for multiplication.**<br>**2.OA.3** Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.<br>**Understand place value.**<br>**2.NBT.1** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:<br>2.NBT.1a 100 can be thought of as a bundle of ten tens — called a "hundred."<br>2.NBT.1b The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).<br>**2.NBT.2** Count within 1000; skip-count by 5s, 10s, and 100s.<br>**2.NBT.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.<br>**2.NBT.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.<br>**Use place value understanding and properties of operations to add and subtract.**<br>**2.NBT.8** Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. | **Represent and solve problems involving addition and subtraction.**<br>**2.OA.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.<br>**Add and subtract within 20.**<br>**2.OA.2** Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.<br>Work with equal groups of objects to gain foundations for multiplication.<br>**2.OA.4** Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.<br>**Use place value understanding and properties of operations to add and subtract.**<br>**2.NBT.5** Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.<br>**2.NBT.6** Add up to four two-digit numbers using strategies based on place value and properties of operations.<br>**2.NBT.7** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.<br>**2.NBT.9** Explain why addition and subtraction strategies work, using place value and the properties of operations. |
| **Highlighted Mathematical Practices** | **MP.6** Attend to precision.<br>**MP.7** Look for and make use of structure.<br>**MP.8** Look for and express regularity in repeated reasoning. | **MP.1** Make sense of problems and persevere in solving them.<br>**MP.2** Reason abstractly and quantitatively.<br>**MP.4** Model with mathematics. |
| **Essential Questions** | • How do you use place value to find the values of numbers and describe numbers in different ways? Chapter 1)<br>• How can you use place value to model, write, and compare 3-digit numbers? (Chapter 2) | • How can you use patterns and strategies to find sums and differences for basic facts? (Chapter 3)<br>• How do you use place value to add 2-digit numbers, and what are some different ways to add 2-digit numbers? (Chapter 4)<br>• How do you use place value to subtract 2-digit numbers with and without regrouping? (Chapter 5)<br>• What are some strategies for adding and subtracting 3-digit numbers? (Chapter 6) |
| **Assessment Opportunities** | Show What You Know<br>Mid-Chapter Checkpoint<br>Chapter Review/Test<br>Chapter Test<br>Chapter Performance Task<br>Critical Area Performance Task | Show What You Know<br>Mid-Chapter Checkpoint<br>Chapter Review/Test<br>Chapter Test<br>Chapter Performance Task<br>Critical Area Performance Task |

| | **Critical Area 3: Measurement and Data** Chapters 7–10<br>41 Days (Instructional Days: 33; Assessment Days: 8) | **Critical Area 4: Geometry and Fractions** Chapters 11<br>12 Days (Instructional Days: 10; Assessment Days: 2) |
|---|---|---|
| **Focus or Main CC Standards** | **Measure and estimate lengths in standard units.**<br>**2.MD.1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.<br>**2.MD.2** Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.<br>**2.MD.3** Estimate lengths using units of inches, feet, centimeters, and meters.<br>**2.MD.4** Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.<br>**Relate addition and subtraction to length.**<br>**2.MD.5** Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.<br>**2.MD.6** Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.<br>**Work with time and money.**<br>**2.MD.7** Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.<br>**2.MD.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.<br>**Represent and interpret data.**<br>**2.MD.9** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.<br>**2.MD.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph. | **Reason with shapes and their attributes.**<br>**2.G.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.<br>**2.G.2** Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.<br>**2.G.3** Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. |
| **Highlighted Mathematical Practices** | **MP.3** Construct viable arguments and critique the reasoning of others.<br>**MP.6** Attend to precision.<br>**MP.8** Look for and express regularity in repeated reasoning. | **MP.1** Make sense of problems and persevere in solving them.<br>**MP.3** Construct viable arguments and critique the reasoning of others.<br>**MP.6** Attend to precision. |
| **Essential Questions** | • How do you use the values of coins and bills to find the total value of a group of money, and how do you read times shown on analog and digital clocks? (Chapter 7)<br>• What are some of the methods and tools that can be used to estimate and measure length? (Chapter 8)<br>• What are some of the methods and tools that can be used to estimate and measure length in metric units? (Chapter 9)<br>• How do tally charts, picture graphs, and bar graphs help you solve problems? (Chapter 10) | • What are some two-dimensional shapes and three-dimensional shapes, and how can you show equal parts of shapes? (Chapter 11) |
| **Assessment Opportunities** | Show What You Know<br>Mid-Chapter Checkpoint<br>Chapter Review/Test<br>Chapter Test<br>Chapter Performance Task<br>Critical Area Performance Task | Show What You Know<br>Mid-Chapter Checkpoint<br>Chapter Review/Test<br>Chapter Test<br>Chapter Performance Task<br>Critical Area Performance Task |

# *GO Math!* Scope and Sequence

This document contains a high-level scope and sequence for the GO Math! program intended to give teachers an overview of where instructional time will be spent across the year through use of GO Math!. It provides a suggested sequence of instruction and assessments, including where NYCDOE Periodic Assessments can be used to gauge students' understanding of concepts and skills taught at benchmark moments throughout the year. Based on the Common Core Standards, Go Math! is divided into critical areas that offer a focused and coherent study of the key concepts and skills for each grade.

For each critical area, you will see the following:

- **Essential Ideas:** The key topics of the unit; chapters and lessons are built around achieving understanding and mastery of these topics.
- **Standards:** The standards listed show the main standards covered throughout the Critical Area. Instruction is focused on achieving a thorough knowledge of these standards.
- **Mathematical Practices:** While all practices are integrated into each Critical Area, the practices listed are ones that receive particular emphasis.
- **Essential Questions:** The essential question for each chapter is listed, showing the goal of each chapter.
- **Assessment Opportunities:** This listing highlights the assessments that ensure teachers can gauge student success on mastering the standards covered in the Critical Area.

| **Grade 3: Suggested Sequence for the *GO Math!* program** | **Suggested Amount of Time (in days)** |
|---|---|
| Critical Area 1: **Whole Number Operations** | 75 days |
| ***NYCDOE Fall Benchmark Assessment*** | |
| Critical Area 2: **Understanding Fractions** | 20 days |
| Critical Area 3: **Measurement** | 23 days |
| ***NYCDOE Spring Benchmark Assessment*** | |
| Critical Area 4: **Geometry** | 11 days |
| *State Examination*[1] | |

[1] The *GO Math!* program is paced to ensure that all pre-test and post-test standards are completely and fully covered prior to testing. As the transition to the PARCC assessments progresses, schools may choose to make decisions around the pacing of units that address post-test concepts prior to the state examination in consideration of the state's testing program guidance (see http://www.p12.nysed.gov/assessment/math/math-ei.html).

| | **Critical Area 1: Whole Number Operations** Chapters 1–7<br>75 Days (Instructional Days: 61; Assessment Days: 14) | **Critical Area 2: Understanding Fractions** Chapters 8–9<br>20 Days (Instructional Days: 16; Assessment Days: 4) |
|---|---|---|
| **Focus or Main CC Standards** | **Represent and solve problems involving multiplication and division.**<br>**3.OA.1** Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.<br>**3.OA.2** Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.<br>**3.OA.3** Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.<br>**3.OA.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers.<br>**Understand properties of multiplication and the relationship between multiplication and division.**<br>**3.OA.5** Apply properties of operations as strategies to multiply and divide.<br>**3.OA.6** Understand division as an unknown-factor problem.<br>**Multiply and divide within 100.**<br>**3.OA.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.<br>**Solve problems involving the four operations, and identify and explain patterns in arithmetic.**<br>**3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.<br>**3.OA.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.<br>**Represent and interpret data.**<br>**3.MD.3** Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.<br>**3.MD.4** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.<br>**Geometric measurement: understand concepts of area and relate area to multiplication and to addition.**<br>**3.MD.7** Relate area to the operations of multiplication and addition.<br>**3.MD.7c** Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning.<br>Also 3.NBT.1, 3.NBT.2, 3.NBT.3 | **Develop understanding of fractions as numbers.**<br>**3.NF.1** Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.<br>**3.NF.2** Understand a fraction as a number on the number line; represent fractions on a number line diagram.<br>**3.NF.2a** Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.<br>**3.NF.2b** Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.<br>**3.NF.3** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.<br>**3.NF.3a** Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.<br>**3.NF.3b** Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.<br>**3.NF.3c** Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.<br>**3.NF.3d** Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.<br>**Reason with shapes and their attributes.**<br>**3.G.2** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. |
| **Highlighted Mathematical Practices** | **MP.2** Reason abstractly and quantitatively.<br>**MP.4** Model with mathematics.<br>**MP.7** Look for and make use of structure. | **MP.1** Make sense of problems and persevere in solving them.<br>**MP.3** Construct viable arguments and critique the reasoning of others.<br>**MP.4** Model with mathematics. |
| **Essential Questions** | • How can you add and subtract whole numbers and decide if an answer is reasonable? (Chapter 1)<br>• How can you represent and interpret data? (Chapter 2)<br>• How can you use multiplication to find how many in all? (Chapter 3)<br>• What strategies can you use to multiply? (Chapter 4)<br>• How can you use multiplication facts, place value, and properties to solve multiplication problems? (Chapter 5)<br>• How can you use division to find how many in each group or how many equal groups? (Chapter 6)<br>• What strategies can you use to divide? (Chapter 7) | • How can you use fractions to describe how much or how many? (Chapter 8)<br>• How can you compare fractions? (Chapter 9) |
| **Assessment Opportunities** | Show What You Know<br>Mid-Chapter Checkpoint<br>Chapter Review/Test<br>Chapter Test<br>Chapter Performance Task<br>Critical Area Performance Task | Show What You Know<br>Mid-Chapter Checkpoint<br>Chapter Review/Test<br>Chapter Test<br>Chapter Performance Task<br>Critical Area Performance Task |

***NYCDOE Fall Benchmark Assessment***

| | Critical Area 3: Measurement Chapters 10–11<br>23 Days (Instructional Days: 19; Assessment Days: 4) | Critical Area 4: Geometry Chapters 12<br>11 Days (Instructional Days: 9; Assessment Days: 2) |
|---|---|---|
| **Focus or Main CC Standards** | **Understand properties of multiplication and the relationship between multiplication and division.**<br>**3.OA.5** Apply properties of operations as strategies to multiply and divide.<br>**Multiply and divide within 100.**<br>**3.OA.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.<br>**Solve problems involving the four operations, and identify and explain patterns in arithmetic.**<br>**3.OA.8** Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.<br>**3.OA.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.<br>**Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.**<br>**3.MD.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.<br>**3.MD.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).6 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.<br>**Represent and interpret data.**<br>**3.MD.4** Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.<br>**Geometric measurement: understand concepts of area and relate area to multiplication and to addition.**<br>**3.MD.5** Recognize area as an attribute of plane figures and understand concepts of area measurement.<br>**3.MD.5a** A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.<br>**3.MD.5b** A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.<br>**3.MD.6** Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).<br>**3.MD.7** Relate area to the operations of multiplication and addition.<br>**3.MD.7a** Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.<br>**3.MD.7b** Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.<br>**3.MD.7c** Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning.<br>**3.MD.7d** Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.<br>Also 3.NBT.2, 3.MD.8 | **Develop understanding of fractions as numbers.**<br>**3.NF.1** Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.<br>**3.NF.3** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.<br>**3.NF.3d** Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.<br>**Geometric measurement: understand concepts of area and relate area to multiplication and to addition.**<br>**3.MD.5** Recognize area as an attribute of plane figures and understand concepts of area measurement.<br>**Reason with shapes and their attributes.**<br>**3.G.1** Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.<br>**3.G.2** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. |
| **Highlighted Mathematical Practices** | **MP.1** Make sense of problems and persevere in solving them.<br>**MP.5** Use appropriate tools strategically.<br>**MP.8** Look for and express regularity in repeated reasoning. | **MP.6** Attend to precision.<br>**MP.7** Look for and make use of structure.<br>**MP.8** Look for and express regularity in repeated reasoning. |
| **Essential Questions** | • How can you tell time and use measurement to describe the size of something? (Chapter 10)<br>• How can you solve problems involving perimeter and area? (Chapter 11) | • What are some ways to describe and classify two-dimensional shapes? (Chapter 12) |
| **Assessment Opportunities** | Show What You Know<br>Mid-Chapter Checkpoint<br>Chapter Review/Test<br>Chapter Test<br>Chapter Performance Task<br>Critical Area Performance Task | Show What You Know<br>Mid-Chapter Checkpoint<br>Chapter Review/Test<br>Chapter Test<br>Chapter Performance Task<br>Critical Area Performance Task |
| | ***NYCDOE Spring Benchmark Assessment*** | ***State Examination*** |

# *GO Math!* Scope and Sequence

This document contains a high-level scope and sequence for the GO Math! program intended to give teachers an overview of where instructional time will be spent across the year through use of GO Math!. It provides a suggested sequence of instruction and assessments, including where NYCDOE Periodic Assessments can be used to gauge students' understanding of concepts and skills taught at benchmark moments throughout the year. Based on the Common Core Standards, Go Math! is divided into critical areas that offer a focused and coherent study of the key concepts and skills for each grade.

For each critical area, you will see the following:

- **Essential Ideas:** The key topics of the unit; chapters and lessons are built around achieving understanding and mastery of these topics.
- **Standards:** The standards listed show the main standards covered throughout the Critical Area. Instruction is focused on achieving a thorough knowledge of these standards.
- **Mathematical Practices:** While all practices are integrated into each Critical Area, the practices listed are ones that receive particular emphasis.
- **Essential Questions:** The essential question for each chapter is listed, showing the goal of each chapter.
- **Assessment Opportunities:** This listing highlights the assessments that ensure teachers can gauge student success on mastering the standards covered in the Critical Area.

| **Grade 4: Suggested Sequence for the *GO Math!* program** | **Suggested Amount of Time (in days)** |
|---|---|
| Critical Area 1: **Place Value and Operations with Whole Numbers** | 53 days |
| ***NYCDOE Fall Benchmark Assessment*** | |
| Critical Area 2: **Fractions and Decimals** | 38 days |
| Critical Area 3: **Geometry, Measurement, and Data** | 36 days |
| ***NYCDOE Spring Benchmark Assessment*** | |
| *State Examination*[1] | |

[1] The *GO Math!* program is paced to ensure that all pre-test and post-test standards are completely and fully covered prior to testing. As the transition to the PARCC assessments progresses, schools may choose to make decisions around the pacing of units that address post-test concepts prior to the state examination in consideration of the state's testing program guidance (see http://www.p12.nysed.gov/assessment/math/math-ei.html).

| | **Critical Area 1: Place Value and Operations with Whole Numbers** Chapters 1–5<br>53 Days (Instructional Days: 43; Assessment Days: 10) | **Critical Area 2: Fractions and Decimals** Chapters 6–9<br>38 Days (Instructional Days: 30; Assessment Days: 8) |
|---|---|---|
| **Focus or Main CC Standards** | **Use the four operations with whole numbers to solve problems.**<br>**4.OA.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.<br>**Generalize place value understanding for multi-digit whole numbers.**<br>**4.NBT.1** Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.<br>**4.NBT.2** Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.<br>**4.NBT.3** Use place value understanding to round multi-digit whole numbers to any place.<br>**Use place value understanding and properties of operations to perform multi-digit arithmetic.**<br>**4.NBT.5** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.<br>**4.NBT.6** Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.<br>Also 4.OA.1, 4.OA.2, 4.OA.4, 4.OA.5, 4.N BT.4 | **Extend understanding of fraction equivalence and ordering.**<br>**4.NF.1** Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.<br>**4.NF.2** Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as ½. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.<br>**Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.**<br>**4.NF.4** Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.<br>**4.NF.4.a.** Understand a fraction a/b as a multiple of 1/b.<br>**4.NF.4.b.** Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number.<br>**4.NF.4.c.** Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.<br>Also 4.NF.3, 4.NF.5, 4.NF.6, 4.NF.7, 4.MD.2 |
| **Highlighted Mathematical Practices** | **MP.4** Model with mathematics.<br>**MP.5** Use appropriate tools strategically.<br>**MP.7** Look for and make use of structure. | **MP.1** Make sense of problems and persevere in solving them.<br>**MP.2** Reason abstractly and quantitatively.<br>**MP.5** Use appropriate tools strategically. |
| **Essential Questions** | • How can you use place value to compare, add, subtract, and estimate with whole numbers? (Chapter 1)<br>• What strategies can you use to multiply by 1-digit numbers? (Chapter 2)<br>• What strategies can you use to multiply by 2-digit numbers? (Chapter 3)<br>• How can you divide by 1-digit numbers? (Chapter 4)<br>• How can you find factors and multiples, and how can you generate and describe number patterns? (Chapter 5) | • What strategies can you use to compare fractions and write equivalent fractions? (Chapter 6)<br>• How do you add or subtract fractions that have the same denominator? (Chapter 7)<br>• How do you multiply fractions by whole numbers? (Chapter 8)<br>• How can you record decimal notation for fractions and compare decimal fractions? (Chapter 9) |
| **Assessment Opportunities** | Show What You Know<br>Mid-Chapter Checkpoint<br>Chapter Review/Test<br>Chapter Test<br>Chapter Performance Task<br>Critical Area Performance Task | Show What You Know<br>Mid-Chapter Checkpoint<br>Chapter Review/Test<br>Chapter Test<br>Chapter Performance Task<br>Critical Area Performance Task |

***NYCDOE Fall Benchmark Assessment***

## Critical Area 3: Geometry, Measurement, and Data

Chapters 10–13

36 Days (Instructional Days: 28; Assessment Days: 8)

**Focus or Main CC Standards**

**Draw and identify lines and angles, and classify shapes by properties of their lines and angles.**

**4.G.1** Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

**4.G.2** Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

**4.G.3** Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

Also 4.OA.5, 4.MD.1, 4.MD.2, 4.MD.3, 4.MD.4, 4.MD.5, 4.MD.6, 4.MD.7

**Highlighted Mathematical Practices**

**MP.1** Make sense of problems and persevere in solving them.
**MP.2** Reason abstractly and quantitatively.
**MP.6** Attend to precision.

**Essential Questions**

- How can you draw and identify lines and angles, and how can you classify shapes? (Chapter 10)
- How can you measure angles and solve problems involving angle measures? (Chapter 11)
- How can you use relative sizes of measurements to solve problems and to generate measurement tables that show a relationship? (Chapter 12)
- How can you use formulas for perimeter and area to solve problems? (Chapter 13)

**Assessment Opportunities**

Show What You Know
Mid-Chapter Checkpoint
Chapter Review/Test
Chapter Test
Chapter Performance Task
Critical Area Performance Task

***NYCDOE Spring Benchmark Assessment***
***State Examination***

# *GO Math!* Scope and Sequence

This document contains a high-level scope and sequence for the GO Math! program intended to give teachers an overview of where instructional time will be spent across the year through use of GO Math!. It provides a suggested sequence of instruction and assessments, including where NYCDOE Periodic Assessments can be used to gauge students' understanding of concepts and skills taught at benchmark moments throughout the year. Based on the Common Core Standards, Go Math! is divided into critical areas that offer a focused and coherent study of the key concepts and skills for each grade.

For each critical area, you will see the following:

- **Essential Ideas:** The key topics of the unit; chapters and lessons are built around achieving understanding and mastery of these topics.
- **Standards:** The standards listed show the main standards covered throughout the Critical Area. Instruction is focused on achieving a thorough knowledge of these standards.
- **Mathematical Practices:** While all practices are integrated into each Critical Area, the practices listed are ones that receive particular emphasis.
- **Essential Questions:** The essential question for each chapter is listed, showing the goal of each chapter.
- **Assessment Opportunities:** This listing highlights the assessments that ensure teachers can gauge student success on mastering the standards covered in the Critical Area.

| **Grade 5: Suggested Sequence for the *GO Math!* program** | **Suggested Amount of Time (in days)** |
|---|---|
| Critical Area 1: **Fluency with Whole Numbers and Decimals** | 59 days |
| ***NYCDOE Fall Benchmark Assessment*** | |
| Critical Area 2: **Operations with Fractions** | 31 days |
| Critical Area 3: **Geometry and Measurement** | 32 days |
| ***NYCDOE Spring Benchmark Assessment*** | |
| *State Examination*[1] | |

[1] The *GO Math!* program is paced to ensure that all pre-test and post-test standards are completely and fully covered prior to testing. As the transition to the PARCC assessments progresses, schools may choose to make decisions around the pacing of units that address post-test concepts prior to the state examination in consideration of the state's testing program guidance (see http://www.p12.nysed.gov/assessment/math/math-ei.html).

| | Critical Area 1: Fluency with Whole Numbers and Decimals Chapters 1–5<br>59 Days (Instructional Days: 49; Assessment Days: 10) | Critical Area 2: Operations with Fractions<br>Chapters 6–8<br>31 Days (Instructional Days: 25; Assessment Days: 6) |
|---|---|---|
| **Focus or Main CC Standards** | **Write and interpret numerical expressions.**<br>**5.OA.1** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.<br>**5.OA.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.<br>**Understand the place value system.**<br>**5.NBT.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.<br>**5.NBT.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.<br>**5.NBT.3** Read, write, and compare decimals to thousandths.<br>**5.NBT.3a** Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.<br>**5.NBT.3b** Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.<br>**5.NBT.4** Use place value understanding to round decimals to any place.<br>**Perform operations with multi-digit whole numbers and with decimals to hundredths.**<br>**5.NBT.5** Fluently multiply multi-digit whole numbers using the standard algorithm.<br>**5.NBT.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.<br>**5.NBT.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.<br>**Apply and extend previous understandings of multiplication and division to multiply and divide fractions.**<br>**5.NF.3** Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. | **Write and interpret numerical expressions.**<br>**5.OA.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.<br>**Use equivalent fractions as a strategy to add and subtract fractions.**<br>**5.NF.1** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.<br>**5.NF.2** Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.<br>**Apply and extend previous understandings of multiplication and division to multiply and divide fractions.**<br>**5.NF.3** Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.<br>**5.NF.4** Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.<br>**5.NF.4a** Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b.<br>**5.NF.4b** Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.<br>**5.NF.5** Interpret multiplication as scaling (resizing), by:<br>**5.NF.5a** Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.<br>**5.NF.5b** Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (n×a)/(n×b) to the effect of multiplying a/b by 1.<br>**5.NF.6** Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.<br>**5.NF.7** Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.<br>**5.NF.7a** Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.<br>**5.NF.7b** Interpret division of a whole number by a unit fraction, and compute such quotients.<br>**5.NF.7c** Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. |
| **Highlighted Mathematical Practices** | **MP.1** Make sense of problems and persevere in solving them.<br>**MP.6** Attend to precision.<br>**MP.8** Look for and express regularity in repeated reasoning. | **MP.3** Construct viable arguments and critique the reasoning of others.<br>**MP.6** Attend to precision.<br>**MP.7** Look for and make use of structure. |
| **Essential Questions** | • How can you use place value, multiplication, and expression to represent and solve problems? (Chapter 1)<br>• How can you divide whole numbers? (Chapter 2)<br>• How can you add and subtract decimals? (Chapter 3)<br>• How can you solve decimal multiplication problems? (Chapter 4)<br>• How can you solve decimal division problems? (Chapter 5) | • How can you add and subtract fractions with unlike denominators? (Chapter 6)<br>• How do you multiply fractions? (Chapter 7)<br>• What strategies can you use to solve division problems involving fractions? (Chapter 8) |
| **Assessment Opportunities** | Show What You Know<br>Mid-Chapter Checkpoint<br>Chapter Review/Test<br>Chapter Test<br>Chapter Performance Task<br>Critical Area Performance Task | Show What You Know<br>Mid-Chapter Checkpoint<br>Chapter Review/Test<br>Chapter Test<br>Chapter Performance Task<br>Critical Area Performance Task |

***NYCDOE Fall Benchmark Assessment***

## Critical Area 3: Geometry and Measurement Chapters 9–11

32 Days (Instructional Days: 26; Assessment Days: 6)

**Focus or Main CC Standards**

**Write and interpret numerical expressions.**

**5.OA.1** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

**Analyze patterns and relationships.**

**5.OA.3** Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

**Understand the place value system.**

**5.NBT.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.

**Perform operations with multi-digit whole numbers and with decimals to hundredths.**

**5.NBT.5** Fluently multiply multi-digit whole numbers using the standard algorithm.

**5.NBT.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

**Apply and extend previous understandings of multiplication and division to multiply and divide fractions.**

**5.NF.3** Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

**5.NF.7** Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.

**5.NF.7a** Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.

**Convert like measurement units within a given measurement system.**

**5.MD.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

**Represent and interpret data.**

**5.MD.2** Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots.

**Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.**

**5.MD.3** Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

**5.MD.3a** A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.

**5.MD.3b** A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.

**5.MD.4** Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.

**5.MD.5** Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.

**5.MD.5a** Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.

**5.MD.5b** Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.

**5.MD.5c** Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.

**Graph points on the coordinate plane to solve real-world and mathematical problems.**

**5.G.1** Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).

Also 5.G.2, 5.G.3, 5.G.4

**Highlighted Mathematical Practices**

**MP.5** Use appropriate tools strategically.
**MP.6** Attend to precision.
**MP.7** Look for and make use of structure.

**Essential Questions**

- How can you use line plots, coordinate grids, and patterns to help you graph and interpret data? (Chapter 9)
- What strategies can you use to compare and convert measurements? (Chapter 10)
- How do unit cubes help you build solid figures and understand the volume of a rectangular prism? (Chapter 11)

**Assessment Opportunities**

Show What You Know
Mid-Chapter Checkpoint
Chapter Review/Test
Chapter Test
Chapter Performance Task
Critical Area Performance Task

***NYCDOE Spring Benchmark Assessment***

***State Examination***

# LearnZillion Illustrative Mathematics Grade 6 Course

Grade 6 is a year of exciting mathematics. Students study ratio and rate, learn to divide fractions by fractions, extend their understanding of number to include negative numbers, and understand and use variables, to name just some of the major work of this year. This course unfolds across 9 units that range in length from about 16 to 22 days. Units and other grade-level materials can be found on this page.

## GRADE 6 Pacing Guide

| | UNIT 1<br>Area and Surface Area | UNIT 2<br>Introducing Ratios | UNIT 3<br>Unit Rates and Percentages | UNIT 4<br>Dividing Fractions | UNIT 5<br>Arithmetic in Base Ten | UNIT 6<br>Expressions and Equations | UNIT 7<br>Rational Numbers | UNIT 8<br>Data Sets and Distributions | UNIT 9<br>Putting It All Together *(Optional)* |
|---|---|---|---|---|---|---|---|---|---|
| **Total Days** | 22 | 19 | 19 | 20 | 18 | 20 | 20 | 21 | 0–18 |
| **Assessment Days** | 3 | 2 | 2 | 3 | 3 | 2 | 2 | 3 | 0 |
| **Instructional Days** | 19 | 17 | 17 | 17 | 15 | 18 | 18 | 18 | 0–18 |

## Course overview

Grade 6 begins with a unit on reasoning about area and understanding and applying

concepts of surface area. It is common to begin the year by reviewing the arithmetic learned in previous grades, but starting instead with a mathematical idea that students haven't seen before sets up opportunities for students to surprise the teacher and themselves with the connections they make. Instead of front-loading review and practice from prior grades, these materials incorporate opportunities to practice elementary arithmetic concepts and skills through warm-ups, in the context of instructional tasks, and in practice problems as they are reinforcing the concepts they are learning in the unit.

One of the design principles of these materials is that students should encounter plenty of examples of a mathematical or statistical idea in various contexts before that idea is named and studied as an object in its own right. For example, in the first unit, students will generalize arithmetic by writing simple expressions like \(\frac12bh\) and \(6s^2\) before they study algebraic expressions as a class of objects in the sixth unit. Sometimes this principle is put into play several units before a concept is developed more fully, and sometimes in the first several lessons of a unit, where students have a chance to explore ideas informally and concretely, building toward a more formal and abstract understanding later in the unit.

# Units

### 6.1 Area and Surface Area

From Illustrative Mathematics

Approximately 22 days. In this unit, students learn to find areas of polygons by decomposing, rearranging, and composing shapes.

### 6.2 Introducing Ratios

From Illustrative Mathematics

Approximately 19 days. In this unit, students learn to understand and use the terms “ratio,” “rate,” “equivalent ratios,” “per,” “at this rate,” “constant speed,” and “constant rate,” and to recognize when two ratios are or are not equivalent.

### 6.3 Unit Rates and Percentages

From Illustrative Mathematics

Approximately 19 days. In this unit, students learn to understand and use the terms “unit rate,” “speed,” “pace,” “percent,” and “percentage,” and recognize that equivalent ratios have equal unit rates.

### 6.4 Dividing Fractions

From Illustrative Mathematics

Approximately 20 days. In this unit, students examine how the relative sizes of numerator and denominator affect the size of their quotient when numerator or denominator (or both) is a fraction. They acquire the understanding that dividing by a/b has t...

### 6.5 Arithmetic in Base Ten

From Illustrative Mathematics

Approximately 18 days. In this unit, students compute sums, differences, products, and quotients of multi-digit whole numbers and decimals, using efficient algorithms. They use calculations with whole numbers and decimals to solve problems set in real-...

### 6.6 Expressions and Equations

From Illustrative Mathematics

Approximately 20 days. In this unit, students learn to understand and use the terms “variable,” “coefficient,” “solution,” “equivalent expressions,” “exponent,” “independent variable,” and “dependent variable.”

### 6.7 Rational Numbers

From Illustrative Mathematics

Approximately 20 days. In this unit, students interpret signed numbers in contexts (e.g., temperature above or below zero, elevation above or below sea level) and plot points in all four quadrants of the coordinate plane for the first time.

### 6.8 Data Sets and Distributions

From Illustrative Mathematics

Approximately 21 days. In this unit, students learn about populations and study variables associated with a population. They understand and use the terms “numerical data,” “categorical data,” “survey” (as noun and verb), “statistical question,” “variab...

### 6.9 Putting it All Together

From Illustrative Mathematics

Up to 18 days. In this optional unit, students use concepts and skills from previous units.

# Grade-level resources

### Grade 6 required materials Subscription required

From Illustrative Mathematics

List of the required consumable and durable classroom materials needed for instruction.

### Grade 6 Mathematics Glossary

From Illustrative Mathematics

*Adapted from Open Up Resources under CC BY license. All adaptations copyright LearnZillion.*

# LearnZillion Illustrative Mathematics Grade 7 Course

Welcome to Grade 7 mathematics, a critical year when students extend concepts of rates and ratios to work with equivalent ratios and proportional relationships. Students expand their understanding of fractions to include all rational numbers and become comfortable working with and comparing expressions and equations. Throughout it all, students solve compelling mathematical and real world problems. This course unfolds across 9 units that range in length from about 16 to 22 days. Units and other grade-level materials can be found on this page.

## GRADE 7 Pacing Guide

| | UNIT 1<br>Scale Drawings | UNIT 2<br>Introducing Proportional Relationships | UNIT 3<br>Measuring Circles | UNIT 4<br>Proportional Relationships and Percentages | UNIT 5<br>Rational Number Arithmetic | UNIT 6<br>Expressions, Equations, and Inequalities | UNIT 7<br>Angles, Triangles, and Prisms | UNIT 8<br>Probability and Sampling | UNIT 9<br>Putting It All Together *(Optional)* |
|---|---|---|---|---|---|---|---|---|---|
| **Total Days** | 15 | 17 | 13 | 18 | 19 | 25 | 19 | 22 | 0–13 |
| **Assessment Days** | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 0 |
| **Instructional Days** | 13 | 15 | 11 | 16 | 17 | 22 | 17 | 20 | 0–13 |

## Course overview

As in grade 6, students start grade 7 by studying scale drawings, an engaging geometric topic that supports the subsequent work on proportional relationships in the second and fourth units. It also makes use of grade 6 arithmetic understanding and skill, without arithmetic becoming the major focus of attention at this point.

Geometry and proportional relationships are also interwoven in the third unit on circles, where the important proportional relationship between a circle's circumference and its diameter is studied. By the time students reach the fifth unit on operations with rational numbers, both positive and negative, students have had time to brush up on and solidify their understanding and skill in grade 6 arithmetic. The work on operations on rational numbers, with its emphasis on the role of the properties of operations in determining the rules for operating with negative numbers, is a natural lead-in to the work on expressions and equations in the next unit. Students then put their arithmetical and algebraic skills to work in the last two units, on angles, triangles, and prisms, and on probability and sampling.

# Units

### 7.1 Scale Drawings

From Illustrative Mathematics

Approximately 15 days. In this unit, students learn to understand and use the terms “scaled copy,” “to scale,” “scale factor,” “scale drawing,” and “scale,” and recognize when two pictures or plane figures are or are not scaled copies of each other.

### 7.2 Introducing Proportional Relationships

From Illustrative Mathematics

Approximately 17 days. In this unit, students learn to understand and use the terms “proportional,” “constant of proportionality,” and “proportional relationship,” and recognize when a relationship is or is not proportional. They represent proportional...

### 7.3 Measuring Circles

From Illustrative Mathematics

Approximately 13 days. In this unit, students learn to understand and use the term “circle” to mean the set of points that are equally distant from a point called the “center.” They gain an understanding of why the circumference of a circle is proporti...

### 7.4 Proportional Relationships and Percentages

From Illustrative Mathematics

Approximately 18 days. In this unit, students use ratios, scale factors, unit rates (also called constants of proportionality), and proportional relationships to solve multi-step, real-world problems that involve fractions and percentages.

### 7.5 Rational Number Arithmetic

From Illustrative Mathematics

Approximately 19 days. In this unit, students interpret signed numbers in contexts (e.g., temperature, elevation, deposit and withdrawal, position, direction, speed and velocity, percent change) together with their sums, differences, products, and quot...

### 7.6 Expressions, Equations, and Inequalities

From Illustrative Mathematics

Approximately 25 days. In this unit, students solve equations of the forms px+q=r and p(x+q)=r where p, q, and r are rational numbers. They draw, interpret, and write equations in one variable for balanced "hanger diagrams," and write expressions for s...

### 7.7 Angles, Triangles, and Prisms

From Illustrative Mathematics

Approximately 19 days. In this unit, students investigate whether sets of angle and side length measurements determine unique triangles or multiple triangles, or fail to determine triangles. Students also study and apply angle relationships, learning t...

### 7.8 Probability and Sampling

From Illustrative Mathematics

Approximately 22 days. In this unit, students understand and use the terms “event,” “sample space,” “outcome,” “chance experiment,” “probability,” “simulation,” “random,” “sample,” “random sample,” “representative sample,” “overrepresented,” “underrepr...

### 7.9 Putting it All Together

From Illustrative Mathematics

Up to 13 days. In this optional unit, students use concepts and skills from previous units to solve three groups of problems.

# Grade-level resources

## Grade 7 required materials Subscription required

From Illustrative Mathematics

List of the required consumable and durable classroom materials needed for instruction.

## Grade 7 Mathematics Glossary

From Illustrative Mathematics

*Adapted from Open Up Resources under CC BY license. All adaptations copyright LearnZillion.*

# *ScienceFusion* Scope and Sequence

Grades K-5

*ScienceFusion* is organized by five major strands of science. Each strand includes Big Ideas that flow throughout all grade levels and build in rigor as students move to higher grades.

## *ScienceFusion* Grade Levels and Units

| | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---|---|---|---|---|---|---|
| **Nature of Science** | **Unit 1** Doing Science | **Unit 1** How Scientists Work | **Unit 1** Work Like a Scientist | **Unit 1** Investigating Questions | **Unit 1** Studying Science | **Unit 1** How Scientists Work |
| | | | | | | |
| **STEM** | | **Unit 2** Technology All Around Us | **Unit 2** Technology and Our World | **Unit 2** The Engineering Process | **Unit 2** The Engineering Process | **Unit 2** The Engineering Process |
| | | | | | | |
| **Life Science** | **Unit 2** Animals | **Unit 3** Animals | **Unit 3** All About Animals | **Unit 3** Plants and Animals | **Unit 3** Plants and Animals | **Unit 3** Cells to Body Systems |
| | **Unit 3** Plants | **Unit 4** Plants | **Unit 4** All About Plants | **Unit 4** Ecosystems and Interactions | **Unit 4** Energy and Ecosystems | **Unit 4** Living Things Grow and Reproduce |
| | **Unit 4** Habitats | **Unit 5** Environments | **Unit 5** Environments for Living Things | | | **Unit 5** Ecosystems |
| | | | | | | **Unit 6** Energy and Ecosystems |
| | | | | | | **Unit 7** Natural Resources |

# *ScienceFusion* Scope and Sequence

Grades K-5

| | Grade K | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|---|---|---|---|---|---|---|
| **Earth Science** | **Unit 5** Day and Night | **Unit 6** Earth's Resources | **Unit 6** Earth and Its Resources | **Unit 5** Changes to Earth's Surface | **Unit 5** Weather | **Unit 8** Changes to Earth's Surface |
| | **Unit 6** Earth's Resources | **Unit 7** Weather and Seasons | **Unit 7** All About Weather | **Unit 6** People and Resources | **Unit 6** Earth and Space | **Unit 9** The Rock Cycle |
| | **Unit 7** Weather and the Seasons | **Unit 8** Objects in the Sky | **Unit 8** The Solar System | **Unit 7** All About Weather | | **Unit 10** Fossils |
| | | | | **Unit 8** Earth and Its Moon | | **Unit 11 –** Earth's Oceans |
| | | | | | | **Unit 12** The Solar System and the Universe |
| | | | | | | |
| **Physical Science** | **Unit 8** Matter | **Unit 9** All About Matter | **Unit 9** Changes in Matter | **Unit 9** Matter | **Unit 7** Properties of Matter | **Unit 13** Matter |
| | **Unit 9** Energy | **Unit 10** Forces and Energy | **Unit 10** Energy and Magnets | **Unit 10** Simple and Compound Machines | **Unit 8** Changes in Matter | **Unit 14** Light and Sound |
| | **Unit 10** Motion | | | | **Unit 9** Energy | **Unit 15** Forces and Motion |
| | | | | | **Unit 10** Electricity | |
| | | | | | **Unit 11** Motion | |

# *Living, Learning, and Working Together*
# correlation to
# New York State: Self and Others
# Kindergarten

| | |
|---|---|
| ***Individual Development and Cultural Identity*** | |
| **K.1 Children's sense of self is shaped by experiences that are unique to them and their families, and by common experiences shared by a community or nation.** | |
| K.1a A sense of self is developed through physical and cultural characteristics and through the development of personal likes, dislikes, talents, and skills. | 3-4, 8-10, 12, 14, 18, 31, 40-41, 49, 55, 59, 60-61, 74, 79-80, 88 |
| K.1b Personal experiences shape our sense of self and help us understand our likes, dislikes, talents, and skills, as well as our connections to others. | |
| •Students will create A BOOK ABOUT ME that includes information about their gender, race/ethnicity, family members, likes and dislikes, talents, and skills. | 3- 20 |
| **K.2 Children, families, and communities exhibit cultural similarities and differences.** | |
| K.2a Each person is unique but also shares common characteristics with other family, school, and community members. | |
| •Students will identify characteristics of themselves that are similar to their classmates and characteristics that are different, using specific terms and descriptors such as gender, race or ethnicity, and native language. | 3, 17-18, 52-53 |
| K.2b Unique family activities and traditions are important parts of an individual's culture and sense of self. | |
| •Students will explain how their families celebrate birthdays or other special days. | 50, 52-53 |
| K.2c Children and families from different cultures all share some common characteristics, but also have specific differences that make them unique. | |
| •Students will learn about and respect individual differences. | 24, 44-45, 52-53 |
| **K.3 Symbols and traditions help develop a shared culture and identity within the United States.** | |
| K.3a Diverse cultural groups within the community and nation embrace unique traditions and beliefs, and celebrate distinct holidays. | |
| •Students will compare ways diverse cultural groups within the community and nation celebrate distinct holidays. | 50-56 |
| K.3b The study of American symbols, holidays, and celebrations helps to develop a shared sense of history, community, and culture. | |
| •Students will explain when and why national holidays such as Labor Day, Constitution Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Day, Law Day, and Independence Day are celebrated. | 42-45, 48-50, 53-55 |
| •Students will identify American symbols, such as the Liberty Bell and the bald eagle. | 37, 50-51, 81 |
| •Students will learn the Pledge of Allegiance. | 51 |
| •Students will learn the parts of the American flag (stars and stripes) and how to show respect toward the flag. | 38-39 |
| •Students will learn patriotic songs, including the national anthem, "America the Beautiful," and "America." | 51 |
| ***Civic Ideals and Practices*** | |
| **K.4 Children and adults have rights and responsibilities at home, at school, in the classroom, and in the** | |

| | |
|---|---|
| **community.** | |
| K.4a Children have basic universal rights or protections as members of a family, school, community, nation, and the world. | |
| •Students will identify basic rights they have (e.g., provision of food, clothing, shelter, and education, and protection from abuse, bullying, neglect, exploitation, and discrimination). | 30-31 |
| K.4b Children can be responsible members of a family or classroom and can perform important duties to promote the safety and general welfare of the group. | |
| •Students will be given the opportunity to perform duties in the classroom (e.g., cleaning up a center, serving as line leader, straightening up the library, serving as a messenger). | 32-33 |
| **K.5 Rules affect children and adults, and people make and change rules for many reasons.** | |
| K.5a Children and adults must follow rules within the home, school, and community to provide for a safe and orderly environment. | |
| •Students will discuss rules for fire, water, traffic, school, and home safety, and what would happen if rules were not followed. | 24-29, 34 |
| K.5b People in authority make rules and laws that provide for the health and safety of all. | |
| •Students will discuss classroom routines and rules (e.g., raise hand to ask or answer a question during circle time, walk quietly in the halls when going to specials). | 23-27 |
| K.5c Children and adults have opportunities to contribute to the development of rules and/or laws. | |
| •Students will be given an opportunity to create new rules as needed for class activities. | TE 25, 27 |
| ***Geography, Humans, and the Environment*** | |
| **K.6 Maps and globes are representations of Earth's surface that are used to locate and better understand places and regions.** | |
| K.6a A globe represents Earth, and maps can be used to represent the world as well as local places or specific regions. | |
| •Students will identify the differences and similarities between a globe and a map. | 62-67, 72-73 |
| K.6b Places and regions can be located on a map or globe, using geographic vocabulary. | |
| •Students will locate on a map familiar places or buildings in the community (e.g., school, grocery store, train station, hospital). | 72-74 |
| K.6c Places, physical features, and man-made structures can be located on a map or globe and described using specific geographic vocabulary. | |
| •Students will correctly use words and phrases to indicate location and direction (e.g., up, down, near, far, left, right, straight, back, behind, in front of, next to, between). | 12-13, 65, 72 |
| **K.7 People and communities are affected by and adapt to their physical environment.** | |
| K.7a Climate, seasonal weather changes, and the physical features associated with the community and region all affect how people live. | |
| •Students will describe and give examples of seasonal weather changes and illustrate how weather affects people and communities. | 68-69, 74 |
| ***Time, Continuity, and Change*** | |
| **K.8 The past, present, and future describe points in time and help us examine and understand events.** | |
| K.8a Specific words and phrases related to chronology and time should be used when recounting events and experiences. | |
| •Students will correctly use words related to chronology and time when recounting events and experiences (e.g., | 6, 8-11, 14-15, 17-20, 55, 69 |

| | |
|---|---|
| first, next, last; now, long ago; before, after; morning, afternoon, night; yesterday, today, tomorrow; last or next week, month, year; and present, past, and future tenses of verbs). | |
| K.8b People use folktales, legends, oral histories, and music to teach values, ideas, traditions, and important events from the past. | |
| •Students will retell a story and explain the value, idea, tradition, or important event that it expressed. | 44-45 |
| ***Economic Systems*** | |
| **K.9 People have economic needs and wants. Goods and services can satisfy people's wants. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.** | |
| K.9a A need is something that a person must have for health and survival, while a want is something that a person would like to have. | |
| •Students will identify basic needs (food, clothing, and shelter). | 82 |
| •Students will distinguish between a need and a want. | 82 |
| K.9b Goods are objects that can satisfy people's needs and wants; services are activities that can satisfy people's needs and wants. | |
| •Students will identify examples of goods and services. | 83-84 |
| K9.c Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs. | |
| •Students will identify examples of scarcity. | 81-83, 88 |

# *Our Communities and Beyond*
# correlation to
# New York State Social Studies: My Family and Other Families, Now and Long Ago
# Grade 1

| | |
|---|---|
| ***Individual Development and Cultural Identity*** | |
| **1.1 Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.** | |
| 1.1a Families are a basic unit of all societies, and different people define family differently. | |
| •Students will listen to stories about different families and will identify characteristics that are the same and different. | 12-13 |
| 1.1b People and families of diverse racial, religious, national, and ethnic groups share their beliefs, customs, and traditions, which creates a multicultural community. | |
| •Students will identify traditions that are associated with their families, and tell why the tradition is important. | 24, 28 |
| 1.1c Awareness of America's rich diversity fosters intercultural understanding. | |
| •Students will compare the cultural similarities and differences between various ethnic and cultural groups found in New York State. | 28 |
| **1.2 There are significant individuals, historical events, and symbols that are important to American cultural identity.** | |
| 1.2a The study of historical events, historical figures, and folklore enables Americans with diverse cultural backgrounds to feel connected to a common national heritage. | |
| •Students will listen to stories about historical events, folklore, and popular historical figures and identify the significance of the event or person. | 30-49 |
| •Students will explain when and why celebrate national holidays such as Labor Day, Constitution Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Day, Law Day, and Independence Day are celebrated. | 24-31 |
| 1.2b The Pledge of Allegiance and patriotic songs play an important role in understanding and examining the nation's history, values, and beliefs. | |
| •Students will be able to recite the Pledge of Allegiance, to begin to understand its purpose and its general meaning, and to sing patriotic songs such as *America the Beautiful*, *America* ("My Country 'Tis of Thee"), and *The Star Spangled Banner* and begin to understand the general meaning of the lyrics. | 134-135 |
| ***Civic Ideals and Practices*** | |

| | |
|---|---|
| **1.3 A citizen is a member of a community or group. Students are citizens of their local and global communities.** | |
| 1.3a An engaged and active citizen participates in the activities of the group or community and makes positive contributions. | |
| •Students will participate in group activities and contribute to the work of the group. | 51, 77, 105, 141 |
| 1.3b Traits of a responsible citizen include respecting others*, behaving honestly, helping others, obeying rules and laws, being informed, and sharing needed resources. | |
| •Students will explain the traits of a responsible citizen and model actions of responsible citizens. | 114-117, 122-131 |
| 1.3c As global citizens, we are connected to people and cultures beyond our own community and nation, and we have a shared responsibility to protect and respect our world. | |
| •Students will discuss ways that they can protect and respect our world and its people. | 115-118, 128-131 |
| **1.4 People create governments in order to create peace and establish order. Laws are created to protect the rights and define the responsibilities of individuals and groups.** | |
| 1.4a Rules and laws are developed to protect people's rights and for the safety and welfare of the community. | |
| •Students will discuss the difference between rules and laws, and determine why school rules were developed and what the consequences are of not following the rules. | 118-121 |
| 1.4b Governments exist at the local, state, and national levels to represent the needs of the people, create and enforce laws, and help resolve conflicts. | |
| •Students will begin to understand that there are local, state, and national levels of government and will identify some actions that the government takes. | 122-123 |
| 1.4c Children can participate in problem solving, decision making, and conflict resolution within their home, school, and community. | |
| •Students will be given opportunities to solve problems, make decisions, and resolve conflicts. | 124-127 |
| ***Geography, Humans, and the Environment*** | |
| **1.5 The location and place of physical features and man-made structures can be described and interpreted by using symbols and geographic vocabulary.** | |
| 1.5a Maps and map tools, such as legends and cardinal directions, can help us navigate from one place to the next, provide directions, or trace important routes. | |
| •Students will use cardinal directions within the classroom to describe the locations of objects (e.g., desks, bookcases) and create a map of the classroom by using symbols to represent objects. | 62-63 |
| 1.5b Maps are used to locate important places in the community, state, and nation, such as capitals, monuments, hospitals, museums, schools, and cultural centers. | |
| •Students will use a map of the community and provide | 60-61 |

| | |
|---|---|
| directions to another student on how to get from the school to another place identified on the map. | |
| 1.5c Symbols are used to represent physical features and man-made structures on maps and globes. | |
| •Students will closely read maps making use of the legends to understand symbols and what they represent. | 53, 60-67 |
| **1.6 People and communities depend on and modify their physical environment in order to meet basic needs.** | |
| 1.6a People and communities depend on the physical environment for natural resources. | |
| •Students will identify natural resources required to meet basic needs. | 75, 130-131 |
| 1.6b Roads, dams, bridges, farms, parks, and dwellings are all examples of how people modify the physical environment to meet needs and wants. | |
| •Students will identify how the physical environment of their community has been modified to meet needs and wants. | 130-131 |
| 1.6c People interact with their physical environment in ways that may have a positive or a negative effect. | |
| •Students will identify positive and negative effects that human interaction can have on the physical environment. | 108, 129-131 |
| ***Time, Continuity, and Change*** | |
| **1.7 Families have a past and change over time. There are different types of documents that relate family histories.** (NOTE: Teachers will use their professional judgment and demonstrate sensitivity regarding the varied family structures of their students and availability of information.) | |
| 1.7a Personal and family history is a source of information for individuals about the people and places around them. | |
| •Students will create personal time lines of their life, school year, and family events with the help of family members. Students will demonstrate an understanding of sequence and chronology and share their time lines with each other. | 14-15, 22 |
| 1.7b Families change over time, and family growth and change can be documented and recorded. | |
| •Students will examine the changes in their family over time and how the family growth and change could be documented and recorded. | 4- 5, 12-13, 16-17, 20-21 |
| 1.7c Families of long ago have similarities and differences with families today. | |
| •Students will examine families of the past and compare them with their family. They will identify characteristics that have been passed on through the generations. | 4-5, 12-13, 16-21 |
| 1.7d Sequence and chronology can be identified in terms of days, weeks, months, years, and seasons when describing family events and histories. | |
| •Students will use sequence and chronological terms when describing family events. | 14-15, 22 |
| **1.8 Historical sources reveal information about how life in the past differs from the present.** | |

| | |
|---|---|
| 1.8a Various historical sources exist to inform people about life in the past, including artifacts, letters, maps, photographs, and newspapers. | |
| •Students will be exposed to various historical sources, including artifacts, letters, maps, photographs, and newspapers. | 5, 9-11, 51, 59, 85, 113 |
| 1.8b Oral histories, biographies, and family time lines relate family histories. | |
| •Students will interview family members to learn about their family histories. Students will develop a family time line as an extension of their personal time line. | 11 |
| •Students will describe the main characters and qualities after listening to biographies and legends. | 32-47 |
| ***Economic Systems*** | |
| **1.9 People have many economic wants and needs, but limited resources with which to obtain them.** | |
| 1.9a Scarcity means that people's wants exceed their limited resources. | |
| •Students will provide examples of scarcity by identifying wants that exceed resources. | 100-101 |
| 1.9b Families and communities must make choices due to unlimited needs and wants, and scarce resources; these choices involve costs. | |
| •Students will examine choices that families make due to scarcity, and identify costs associated with these choices. | 100-103 |
| 1.9c People use tools, technologies, and other resources to meet their needs and wants. | |
| •Students will examine how tools, technology, and other resources can be used to meet needs and wants. | 21, 23 |
| **1.10 People make economic choices as producers and consumers of goods and services.** | |
| 1.10a Goods are consumable, tangible products; services are actions performed by a person or group of people with a certain skill. | |
| •Students will identify examples of goods and services. | 86-89 |
| 1.10b A producer makes goods or provides a service, while a consumer uses or benefits from the goods or services. | |
| •Students will identify examples of a producer and a consumer. | 96-99 |
| 1.10c People and families work to earn money to purchase goods and services that they need or want. | |
| •Students will examine how earning money through work is related to the purchase of goods and services. | 92-99 |
| 1.10d People make decisions about how to spend and save the money that they earn. | |
| •Students will examine decisions that people make about spending and saving money. | 102-103 |

# *Who We Are as Americans*
# correlation to
# New York State Social Studies: My Community and Other Communities
# Grade 2

| | |
|---|---|
| ***Individual Development and Cultural Identity*** | |
| **2.1 A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.** | |
| 2.1a An urban community, or city, is characterized by dense population and land occupied primarily by buildings and structures that are used for residential and business purposes. | 82 |
| 2.1b Suburban communities are on the outskirts of cities, where human population is less dense, and buildings and homes are spaced farther apart. | 83 |
| 2.1c Rural communities are characterized by large expanses of open land and significantly lower populations than urban or suburban areas. | 83 |
| • Students will identify the characteristics of urban, suburban, and rural communities and determine in which type of community they live. | 82-83 |
| • By discussing different types of housing (apartment, single-family house, etc.) and the proximity of houses to each other, students will understand the term "population density" and how it applies to different communities. | 82-83 |
| 2.1d Activities available for people living in urban, suburban, and rural communities are different. The type of community a person grows up in will affect a person's development and identity. | |
| • Students will identify activities that are available in each type of community, and discuss how those activities affect the people living in that community. | 12-13 |
| **2.2 People share similarities and differences with others in their own community and with other communities.** | |
| 2.2a People living in urban, suburban, and rural communities embrace traditions and celebrate holidays that reflect both diverse cultures and a common community identity. | |
| • Students will examine the ethnic and/or cultural groups represented in their classroom. | 80-81, 84-87, 99 |
| • Students will explore the cultural diversity of their local community by identifying activities that | 84-87 |

| | |
|---|---|
| have been introduced by different cultural groups. | |
| • Students will identify community events that help promote a common community identity. | 84-87 |
| 2.2b A community is strengthened by the diversity of its members, with ideas, talents, perspectives, and cultures that can be shared across the community. | |
| • Students will explore how different ideas, talents, perspectives, and culture are shared across their community. | 84-87 |
| ***Civic Ideals and Practices*** | |
| **2.3 The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.** | |
| 2.3a The United States is founded on the democratic principles of equality, fairness, and respect for authority and rules. | |
| • Students will explore democratic principles, such as dignity for all, equality, fairness, and respect for authority and rules, and how those principles are applied to their community. | 102-105 |
| 2.3b Government is established to maintain order and keep people safe. Citizens demonstrate respect for authority by obeying rules and laws. | |
| • Students will examine the ways in which the government in their community provides order and keeps people safe, and how citizens can demonstrate respect for authority. | 116-117 |
| 2.3c The process of holding elections and voting is an example of democracy in action in schools, communities, New York State, and the nation. | |
| • Students will learn about the process of voting and what opportunities adults in the community have for participation. | 102, 110 |
| • Students will participate in voting within the classroom and in school, as appropriate. | |
| 2.3d Symbols of American democracy serve to unite community members. | |
| • Students will examine the symbols of the country, including the eagle, American flag, the Statue of Liberty, the White House, and Mount Rushmore. | 120-125 |
| **2.4 Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service.** | |
| 2.4a Communities have the responsibility to make and enforce fair laws and rules that provide for the common good. | |
| • Students will explain the importance of making fair laws and rules, the benefits of following them, and the consequences of violating them. | 114-117 |

| | |
|---|---|
| 2.4b Communities have leaders who are responsible for making laws and enforcing laws. | |
| • Students will identify who makes and enforces the rules and laws in their community. They will also explore how leaders make and enforce these rules and laws. | 114-117 |
| 2.4c Citizens provide service to their community in a variety of ways. | |
| • Students will explore opportunities to provide service to their school community and the community at large (e.g., beautifying school grounds, writing thank-you notes to helpers). | 104-107 |
| • Students will identify how adults can provide service to the school and the community at large. | 106-107, 113 |
| ***Geography, Humans, and the Environment*** | |
| **2.5 Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.** | |
| 2.5a Urban, suburban, and rural communities can be located on maps, and the geographic characteristics of these communities can be described by using symbols, map legends, and geographic vocabulary. | |
| • Students will locate their communities on maps and/or globes. | 14-17, 22-23 |
| • Students will examine how land within a community is used and classify land use as "residential" (used for housing), "industrial" (used to make things), "commercial" (used to provide services), and "recreational" (where people play or do sports). | 82-83 |
| • Students will create maps including maps that represent their classroom, school, or community, and maps that illustrate places in stories. | |
| 2.5b The location of physical features and natural resources often affects where people settle and may affect how those people sustain themselves. | |
| • Students will compare how different communities in their state or nation have developed, and explain how physical features of the community affect the people living there. | 18-19, 35-36, 39-40, 43-44, 47-48, 51-53 |
| 2.5c Humans modify the environment of their communities through housing, transportation systems, schools, marketplaces, and recreation areas. | |
| • Students will explore how humans have positively and negatively affected the environment of their community though such features as roads, highways, buildings, bridges, shopping malls, railroads, and parks. | 82-83, 107 |

| | |
|---|---|
| • Students will describe the means people create for moving people, goods, and ideas in their communities. | 114-115 |
| 2.5d The location and place of physical features and man-made structures can be described using symbols and specific geography vocabulary. | |
| • Students will use a compass rose to identify cardinal (North, South, East, West) and intermediate (Northeast, Southeast, Southwest, Northwest) directions on maps and in their community. | 12-19 |
| • Students will locate the equator, northern and southern hemispheres, and poles on a globe. | 20-22 |
| • Students will use maps and legends to identify major physical features, such as mountains, rivers, lakes, and oceans of the local community, New York State, and the nation. | 12-15, 18-19 |
| ***Time, Continuity, and Change*** | |
| **2.6 Identifying continuities and changes over time can help understand historical developments.** | |
| 2.6a Continuities and changes over time in communities can be described using historical thinking, vocabulary, and tools such as time lines. | 73, 99 |
| 2.6b Continuities and changes over time in communities can be examined by interpreting evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials. | |
| • Students will examine continuities and changes over time in their community, using evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials. | 9, 33, 36-37, 40-41, 44-45, 48-49, 52-53, 67-68, 74-75, 77-79, 97, 108-113, 135 |
| • Students will develop a time line for their community, including important events, such as when the school was built. | |
| **2.7 Cause-and-effect relationships help us recount events and understand historical development.** | |
| 2.7a Cause-and-effect relationships help us to understand the changes in communities. | |
| • Students will distinguish between cause and effect and will examine changes in their community in terms of cause and effect (e.g., automobiles and the growth of suburbs, growing population in suburban areas, and reduction of farms). | 56-57, 74-75, 79, 130-131, 142-143 |
| ***Economic Systems*** | |
| **2.8 Communities face different challenges in meeting their needs and wants.** | |
| 2.8a The availability of resources to meet basic needs varies across urban, suburban, and rural communities. | |
| • Students will investigate what resources are | 138-143 |

| | |
|---|---|
| available in their community and what resources are obtained from neighboring communities. | |
| • Students will examine how available resources differ in communities (e.g., home-grown food available in rural farm areas vs. shopping in supermarkets). | 140-143 |
| 2.8b People make decisions to buy, sell, and use money based on their needs, wants, and the availability of resources. | |
| • Students will explore economic decision making and the use of money. | 142-143, 150-153 |
| 2.8c Scarcity, the price of goods and services, and choice all influence economic decisions made by individuals and communities. | |
| • Students will examine how consumers react to changes in the prices of goods. | 142-143 |
| 2.8d Taxes are collected to provide communities with goods and services. | |
| • Students will explore the purpose of taxes and how they are collected in their communities. | |
| **2.9 A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.** | |
| 2.9a Goods are the products a person or group of people makes. Services are actions performed by a person or group of people with a certain skill. | |
| • Students will distinguish between goods and services and identify goods produced in their community. | 136-137 |
| 2.9b Members of a community specialize in different types of jobs that provide goods and/or services to the community. Community workers such as teachers, firefighters, sanitation workers, and police officers provide services. | |
| • Students will identify different types of jobs performed in their community. | 117, 137, 141 |
| • Students will explain the services provided by community workers. | 117, 137 |
| 2.9c At times, neighboring communities share resources and workers to support multiple communities. | |
| • Students will explore how communities share resources and services with other communities. | 146-149 |

# McGraw–Hill Education
# New York Grade 3 Social Studies

| | |
|---|---|
| ***Geography, Humans, and the Environment*** | |
| **3.1 Geographic regions have unifying characteristics and can be studied using a variety of tools.** | |
| 3.1a Earth is comprised of water and large land masses that can be divided into distinct regions. | |
| □ Students will identify the continents and oceans using globes and maps. | 2-4, 14-15, 50, 56-57, 62, 70-71, 91, 99, 175, GH7, GH14-GH15 |
| □ Students will locate the selected world communities in relation to oceans and continents. | 2-4, 7, 9, 15, 31, 50, 62, 70, 71, 95, 99, 133, 175, 181, 184 |
| 3.1b Globes, maps, photographs, and satellite images contain geographic information. Maps often have a title, legend or key, compass orientation, author, date, grid, and scale. | |
| □ Students will identify the differences between a globe and a map. | 7, 14, 15, 56-57, 91, 133, 140-141, 175, 186, GH6-GH7 |
| □ Students will examine a variety of maps for at least two of the selected world communities looking for structural features of the map such as title, legend or key, compass orientation, author, date, grid, and scale. These maps should include the following types: political, physical, vegetation, and resource maps. A variety of scale should be represented (e.g., continent vs. country, country vs. city). | 2-6, 13, 15, 21, 37, 38, 54, 60-61, 64-65, 66, 74-75, 83, 93, 95, 101, 115, 133, 141, 166, 173, 175, 181, 184, 193, 206, GH4-15 |
| □ Students will compare geographic | 8-9, 50, 52, 54, 186-187, GH6 |

| | |
|---|---|
| information found in photographs and satellite images with other representations of the same area and identify differences for at least one of the selected world communities | |
| **3.2 The location of world communities can be described using geographic tools and vocabulary.** | |
| 3.2a World communities can be located on globes and maps. | |
| □ Students will examine where each selected world community is located. | 2-4, 7, 50, 57, 62, 91, 133, 175, GH7, GH12-GH13, GH14-GH15 |
| 3.2b World communities can be located in relation to each other and to principal parallels and meridians. | |
| □ Students will examine the location of each selected world community relative to the United States and other selected world communities. Students will locate each selected world community in relationship to principal parallels (equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, and Antarctic Circle) and meridians (Prime Meridian) using cardinal and intermediate directions. | 2-4, 14-15, 56-57, 62, 99-100, GH7, GH14-GH15 |
| **3.3 Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.** | |
| 3.3a Geographic factors influence where people settle and their lifestyle. Some factors are more suitable for settlement while others act as a deterrent. | |
| □ Students will examine the geographic factors of | 7-13, 48-55, 90-97, 132-139, 172-179 |

| | |
|---|---|
| each selected world community including physical features and climate, noting how certain factors are likely to support settlement and larger populations. | |
| □ Students will investigate the lifestyle of the people who live in each selected world community and how the lifestyle has been influenced by the geographic factors. | 28-35, 68-75, 110-117, 152-159, 192-201 |
| 3.3b People make adaptations and modifications to the environment. Advancements in science, technology, and industry can bring about modifications to the environment and can have unintended consequences on the environment. People have attempted to take actions to protect the environment. | |
| □ Students will examine how each selected world community has adapted to and/or modified its environment to meet its needs. | 12-13, 19, 29-35, 69-75, 111-117, 134, 153-159, 195-201, 206 |
| □ Students will investigate how human activities and use of technology have altered the environment bringing about unintended consequences for each of the selected world communities and their own community. | 11, 70, 138, 185, 199 |
| □ Students will explore actions that are being taken to protect the environment in the selected world communities and in their own community. | 37, 70, 94, 138, 199 |

| | |
|---|---|
| ***Development, Movement, and Interaction of Cultures*** | |
| **3.4 Communities share cultural similarities and differences across the world.** | |
| 3.4a The structure and activities of families and schools share similarities and differences across world communities. | |
| □ Students will compare and contrast the structure and activities of families and schools in each selected community with their own. | 42-43, 80, 84-85, 126-127, 163, 168-169, 193, 206-207, 210-211 |
| 3.4b Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals. | |
| □ Students will examine each selected world community in terms of its members, languages spoken, customs and traditions, and religious beliefs and practices. | 19, 42-43, 80, 84-85, 126-127, 135, 168-169, 204, 210-211 |
| □ Students will learn about the holidays and festivals celebrated in each selected world community and compare them to the holidays and festivals celebrated in their own community. | 41, 42-43, 84-85, 126-127, 147, 168-169, 203, 210-211 |
| 3.4c Members of communities meet their basic needs and express their culture in a variety of ways. | |
| □ Students will investigate how each selected world community meets its basic needs of food, clothing, and shelter, and compare that to their own community. | 42-43, 84-85, 126-127, 153, 168-169, 207-208, 210-211 |
| □ Students will examine symbols of each selected world community. | 25, 65, 108, 151, 187 |
| **3.5 Communities from around the world interact with other people and communities and** | |

| | |
|---|---|
| **exchange cultural ideas and practices.** | |
| 3.5a Cultural diffusion is the process by which cultures exchange and transmit ideas, beliefs, technologies, and goods. | |
| □ Students will examine people, goods, and ideas that have diffused from other communities **into** each selected world community and the impact of the people, goods, and ideas on these communities. | 18-19, 37, 42-43, 59-61, 84-85, 102, 126-127, 168-169, 210-211 |
| □ Students will examine people, goods, and ideas **from** each selected world community that have diffused into other communities and their impact on those communities. | 42-43, 84-85, 126-127, 144-147, 153-155, 191, 168-169, 210-211 |
| ***Civic Ideals and Practices*** | |
| **3.6 Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments.** | |
| 3.6a The United States government is based on democratic principles. The fundamental principles of other governments may be similar to or different from those of the United States government. | |
| □ Students will examine what type of government is found in each selected world community and compare and contrast it with United States government as well as other selected world communities. | 25-27, 65-67, 107-109, 149-151, 191-193 |
| 3.6b The process of selecting leaders, solving problems, and making decisions differs across governments in nations and communities around the world. | |
| □ Students will examine different processes of selecting leaders, solving problems, and making | 26, 66, 108, 149-151, 191 |

| | |
|---|---|
| decisions in nations and communities and compare and contrast them to the process used in the United States. | |
| 3.6c Different governments have different ways of maintaining order and keeping people safe. This includes making rules and laws and enforcing these rules and laws. | |
| □ Students will examine how the government maintains order, keeps people safe, and makes and enforces rules and laws in each selected world community and compare and contrast it with the process in the United States as well as other selected world communities. | 26-27, 65, 107-18, 150-151, 191-193 |
| 3.6d The definition of citizenship and the role of the citizen vary across different types of political systems, and citizens play a greater role in the political process in some countries than in others. | |
| □ Students will examine the role of the citizen in each selected world community and how this role is similar to or different from the role a citizen plays in the United States as well as other selected world communities. | 25, 27, 65, 67, 104, 106-108, 150-151, 191-193 |
| **3.7 The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.** | |
| 3.7a Across global communities, governments and citizens alike have a responsibility to protect human rights and to treat others fairly. | |
| □ Students will examine the extent to which governments and citizens have protected human rights and treated others fairly for each world community. | 25, 27, 65, 67, 104, 106-108, 151, 193 |

| | |
|---|---|
| 3.7b Across time and place, communities and cultures have struggled with prejudice and discrimination as barriers to justice and equality for all people. | |
| □ Students will examine prejudice and discrimination and how they serve as barriers to justice and equality for all people. | 103, 105 |
| 3.7c When faced with prejudice and discrimination, people can take steps to support social action and change. | |
| □ Students will investigate steps people can take to support social action and change. | 104, 198 |
| ***Time, Continuity, and Change*** | |
| **3.8 Each community or culture has a unique history, including heroic figures, traditions, and holidays.** | |
| 3.8a People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next. | |
| □ Students will examine legends, folktales, oral histories, biographies, and historical narratives to learn about the important individuals and events of each selected world community. | 40, 101, 144, 185 |
| 3.8b Arts, music, dance, and literature develop through a community's history. | |
| □ Students will explore the arts, music, dance, and literature for each selected world community. | 40-41, 82-83, 124-125, 166-167, 204-205, 208-209 |
| ***Creation, Expansion, and Interaction of Economic Systems*** | |
| **3.9 Communities meet their needs and wants in a variety of ways, forming the basis for their economy.** | |
| 3.9a World communities use human and natural resources in different ways. | |
| □ Students will investigate available resources for each selected world community and how these resources are | 24-25, 30, 34-35, 69-72, 74-75, 96-97, 111, 113-114, 116-117, 158-159, 195-196, 200-201 |

| | |
|---|---|
| used to meet basic needs and wants. | |
| □ Students will explore the concepts of surplus and scarcity in relation to resources for each selected world community. | 30-32 |
| 3.9b People in communities have various ways of earning a living. | |
| □ Students will examine the various ways people earn a living and how this has changed, if at all, over time in each selected world community. | 32-33, 69, 113-115, 153-157, 196-197 |
| **3.10 Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced?** | |
| 3.10a Communities around the world produce goods and provide services. | |
| □ Students will determine what goods are produced and services are provided in each selected world community. | 32, 69, 111-115, 154-157, 196-199 |
| □ Students will examine how the goods are produced within each selected world community. | 34-35, 74-75, 116-117, 158-159, 200-201 |
| □ Students will investigate who receives the goods that are produced in each selected world community. | 38, 34-35, 74-75, 112, 116-117, 153-155, 158-159, 198, 200-201 |
| 3.10b World communities have needs, wants and limited resources. To meet their needs and wants communities trade with others. Technological developments in transportation and communication have influenced trade. | |
| □ Students will examine each selected world community in terms of what products and/or services it exports to other communities. | 30-33, 72, 111-113, 154-155, 196-201 |

| | |
|---|---|
| □ Students will examine each selected world community in terms of what products and/or services it imports from other communities. | 32, 34-35, 72, 74-75, 116-117, 158-159, 200-201 |
| □ Students will explore the basic economic concepts of supply and demand and how they influence prices and trade. | 34-35, 74-75, 116-117, 158-159, 200-201 |
| □ Students will examine how technological developments in transportation and communication have influenced trade over time. | 34-35, 73, 74-75, 115-117, 158-159, 198, 200-201 |

# McGraw–Hill Education
# New York Grade 4 Social Studies

| | |
|---|---|
| **4.1 GEOGRAPHY OF NEW YORK STATE: New York State has a diverse geography. Various maps can be used to represent and examine the geography of New York State. (Standard: 3; Theme: GEO)** | |
| 4.1a Physical and thematic maps can be used to explore New York State's diverse geography. | |
| □ Students will be able to identify and map New York State's major physical features including mountains, plateaus, rivers, lakes, and large bodies of water such as the Atlantic Ocean and Long Island Sound. | G12, A13, 11, 13, 20, 43, 51, 67, 81, 317 |
| □ Students will examine New York State climate and vegetation maps in relation to a New York State physical map, exploring the relationship between physical features and vegetation grown, and between physical features and climate. | 25, 26, 36 |
| 4.1b New York State can be represented using a political map that shows cities, capitals, and boundaries. | |
| □ Students will create a map of the political features of New York State that includes the capital city and the five most populous cities, as well as their own community. The map should include structural features such as title, legend or key, compass orientation, author, and date. | A12, A14, 43, 253 |
| □ Students will examine the location of the capital of New York State and the major cities of New York State to their home community using directionality, and latitude and longitude coordinates. | A12, 18, 19, 43, 51 |
| □ Students will use maps of a variety of scales including a map of the United States and the work to identify and locate the country and states that border New York State. | G10, G11, G13, A3, A5, A7, A12, A13, 11, 18, 19, 20, 25, 26, 43, 45, 51, 67, 81, 116,m 137, 139, 148, 157, 171, 173, 178, 183, 201, 213, 231, 253, 289, 317, 327 |
| **4.2 NATIVE AMERICAN GROUPS AND THE ENVIRONMENT: Native American groups, chiefly the Iroquois (Haudenosaunee) and Algonquian-speaking groups, inhabited the region that became New York. Native American Indians interacted with the environment and developed unique cultures. (Standards: 1, 3, 5; Themes: ID, MOV, GEO, GOV)** | |
| 4.2a Geographic factors often influenced locations of early settlements. People made use of the | |

| | |
|---|---|
| resources and the lands around them to meet their basic needs of food, clothing, and shelter. | |
| □ Students will examine the locations of early Native American groups in relation to geographic features, noting how certain physical features are more likely to support settlement and larger populations. | 45, 53, 58-59 |
| □ Students will investigate how Native Americans such as the Iroquois (Haudenosaunee) and the Algonquian-speaking peoples adapted to and modified their environment to meet their needs and wants. | 53, 54, 55, 59 |
| 4.2b Native American groups developed specific patterns of organization and governance to manage their societies. | |
| □ Students will compare and contrast the patterns of organization and governance of Native American groups such as the Iroquois (Haudenosaunee) and Algonquian-speaking people, including matrilineal clan structure, decision-making processes, and record keeping. | 58-59, 62-63 |
| □ Students will investigate the development of the Iroquois Confederacy of Nations and its decision-making processes. | 60-65 |
| 4.2c Each Native American group developed a unique way of life with a shared set of customs, beliefs, and values. | |
| □ Students will examine Native American traditions and ceremonies; job specialization; the roles of men, women, and children in their society; transportation systems; and technology. | 53-56, 58-59 |
| □ Students will examine contributions of Native Americans evident today. | 8, 57, 64 |
| **4.3 COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK: European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period. (Standards 1, 3, 4; Themes: MOV, TCC, GEO, SOC, GOV)** | |
| 4.3a Europeans in search of a route to Asia explored New York's waterways. Early settlements began as trading posts or missions. | |
| □ Students will map the voyages of Verrazano, Hudson, and Champlain and will determine which Native American peoples encountered these explorers. | 78-79, 82-85 |
| □ Students will trace colonial history from the Dutch colony of New Netherlands to the | 88-91, 94-97, 105 |

| | |
|---|---|
| English colony of New York, making note of lasting Dutch contributions. | |
| □ Students will investigate the interactions and relationships between Native American groups, Dutch and French fur traders, French missionaries and early settlers, noting the different perspectives toward land ownership and use of resources. | 84-85, 89, 98-99 |
| 4.3b From its founding, colonial New York was home to many different peoples including Native American Indians, European immigrants, and free and enslaved Africans. Colonists developed different lifestyles. | |
| □ Students will investigate colonial life under the Dutch in New Amsterdam and the area along the Hudson River and around Fort Orange including an examination of the social and political organization under Dutch rule. | 89-91 |
| □ Student will investigate colonial life under the English, examining the diverse origins of the people living in the colony. | 97, 102-103, 104-107, 108-110, 112-113, 114-119 |
| 4.3c In the mid-1700s, England and France competed against each other for control of the land and wealth in North America. The English, French, and their Native American allies fought the French and Indian War. Several major battles were fought in New York. | |
| □ Students will locate some of the major battles fought in New York State during the French and Indian War, noting why they were important. | 118-119, 138-139 |
| □ Students will examine the alliances between Native American and the English and between Native American and the French. | 84, 115, 139 |
| □ Students will examine the Albany Plan of Union as an attempt to bring about colonial cooperation. | 118-119 |
| 4.3d Growing conflicts between England and the 13 colonies over issues of political and economic rights led to the American Revolution. New York played a significant role during the Revolution in part due to its geographic location. | |
| □ Students will examine issues of political and economic rights that led to the American Revolution. | 118-119, 140-141 |
| □ Students will examine the importance of New York as a center of Loyalist support, the English plan to gain control of New York and why it failed. | 140-141, 145-146, 151 |
| □ Students will investigate the strategically important battles of Long Island and | 137, 145, 148-149, 150-151 |

| | |
|---|---|
| Saratoga. Students will investigate why the Battle of Saratoga is considered by many to be a turning point. A turning point can be an event in history that brought about significant change. | |
| **4.4 TRANSPORTATION AND WESTWARD MOVEMENT: New York State played an important role in the growth of the United States. During the 1800s, people traveled west looking for opportunities. Improvements in transportation and technology allowed people and goods to move from east to west. (Standards: 1, 3, 4; Themes: TCC, GEO, ECO, TECH)** | |
| 4.4a After the Revolution, New Yorkers began to move and settle further west, using roads many of which had begun as Native American trails. | |
| □ Students will examine why people began to move west in New York State. | 170, 172-175 |
| □ Students will examine the difficulties of traveling west at this time and methods used to improve travel on roads, including corduroy roads and turnpikes. | 173, 180-185 |
| 4.4b In order to connect the Great Lakes with the Atlantic Ocean, the Erie Canal was built. Existing towns expanded and new towns grew along the canal. New York City became the busiest port in the country. | |
| □ Students will examine the physical features of New York State and determine where it might be easiest to build a canal, and form a hypothesis about the best location. Students will compare their hypothesis with the actual location of the Erie Canal. | 51, 171, 182-183 |
| □ Students will locate and name at least five towns and four cities along the canal and identify major products shipped using the canal. | 171, 182-183, 184 |
| 4.4c Improved technology such as the steam engine and telegraph made transportation and communication faster and easier. Later developments in transportation and communication technology had an impact on communities, the state, and the world. | |
| □ Students will investigate which early means of transportation were used in their local community and to which communities they were linked, noting why they were linked to those communities. | 180-185 |
| □ Students will trace developments in transportation and communication technology from the 1800s to the present, noting the impact these changes had on their communities, the state, and the world. | 180-185, 201, 234-235, 294-295, 331 |
| **4.5 IN SEARCH OF FREEDOM AND A CALL FOR CHANGE: Different groups of** | |

| | |
|---|---|
| **people did not have equal rights and freedoms. People worked to bring about change. The struggle for rights and freedoms was one factor in the division of the United States that resulted in the Civil War. (Standards: 1, 5; Themes: ID, TCC, SOC, CIV)** | |
| 4.5a Some Africans and Africans Americans were enslaved peoples in New York State. African Americans and others worked to fight against slavery and for change. | |
| □ Students will examine what rights were denied to Africans and African Americans during the 1800s. | 214-218 |
| □ Students will investigate people that took action to abolish slavery, including Samuel Cornish, Fredrick Douglass, Sojourner Truth, and Harriet Tubman. | 206, 212, 214-219 |
| 4.5b Women have not always had the same rights as men in the United States and New York State. They sought to expand their rights and bring about change. | |
| □ Students will examine the rights denied to women during the 1800s. | 191, 192-197, 255 |
| □ Students will investigate people who took action to bring about change such as Amelia Bloomer, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, and Elizabeth Blackwell. Students will explore what happened at the convention of women in Seneca Falls. | 191, 192-197, 224, |
| 4.5c The United States became divided over several issues including slavery resulting in the Civil War. New York State supported the Union and played an important role in this war. | |
| □ Students will explore how New York State supported the Union during the Civil War providing soldiers, equipment, and food. | 222-227 |
| □ Students will research a local community's contribution to the Civil War effort using resources such as war memorials, a local library, reenactments, historical associations, and museum artifacts. | 229 |
| **4.6 INDUSTRIALIZATION, IMMIGRATION, AND GROWTH: FROM THE EARLY 1800S TO THE PRESENT: Economic activities in New York State are varied and have changed over time. Various individuals and groups have contributed to the growth and development of New York State. (Standards 1, 3, 4; Themes: MOV, TCC, GEO, ECO, TECH)** | |
| 4.6a Farming, mining, lumbering, and finance are important economic activities associated with New York State. | |
| □ Students will examine New York State's key agricultural products during the 1800s and compare these to the key agricultural products of today. Students will examine | 36, 189, 246-247 |

| | |
|---|---|
| land use maps to compare farming regions of the 1800s to farming regions of today noting changes. | |
| □ Students will explore what resources were extracted in New York State over time, the location of those resources, and the economic activities associate with those resources. | 15, 34, 37, 183, 189 |
| □ Students will examine the importance of New York City to the development of banking and finance in New York State and the United States. | 164-167, 232-233 |
| 4.6b Entrepreneurs and inventors associated with New York State have made important contributions t | |
| □ Students will research people who made important contributions to business, technology, and New York State communities. Some people to consider include Thomas Edison, Henry Steinway, John Jacob Bausch, Henry Lomb, Cornelius Vanderbilt, Lewis H. Latimer, Jacob Schoellkopf, Nikola Tesla, George Westinghouse, George Eastman, Amory Houghton, Willis Carrier, John D. Rockefeller, Edward H. Harriman, J.P. Morgan, Hetty Green, Emily Roebling, and Elisha Otis, and others as locally appropriate. | 207, 210-211, 233-235, 242 |
| 4.6c Between 1865 and 1915, rapid industrialization occurred in New York State. Over time, industries and manufacturing continued to grow. | |
| □ Students will investigate factory conditions during the period of rapid industrialization, including sweatshops, the Triangle Shirtwaist Fire, the use child labor, and the formation of labor unions. | 237, 248-249 |
| □ Students will trace manufacturing and industrial development in New York State and in their local community in terms of what major products were produced, who produced them, and for whom they were produced from the 1800s to today. | 188-189, 234-235, 242-243, 272 |
| 4.6d Beginning in the 1890s, large numbers of African Americans migrated to New York City and other northern cities to work in factories. | |
| □ Students will investigate the reasons African Americans moved into northern cities. | 257 |

| | |
|---|---|
| □ Students will investigate artists, writers, and musicians associated with the Harlem Renaissance. | 208-209, 257, 259 |
| 6e Immigrants came to New York State for a variety of reasons. Many immigrants arriving in New York City were greeted by the sight of the Statue of Liberty and were processed through Ellis Island. | |
| □ Students will trace the arrival of various immigrant groups to New York State in the mid-1800s, 1890s, 1920s, mid-1900s, 1990s, and today, noting the role of the Irish potato famine. | 182, 190, 236-238 |
| □ Students will explore the experiences of immigrants being processed at Ellis Island and what challenges immigrants faced. | 237, 279 |
| □ Students will investigate the requirements for becoming a United States citizen. | 317 |
| □ Students will research an immigrant group in their local community or nearest city in terms of where that group settled, what types of jobs they held, and what services were available to them such as ethnic social clubs and fraternal support organizations. | 190, 201, 236-239, 248, 318-319 |
| 4.6f As manufacturing moved out of New York State, service industries and high-technology industries have grown. | |
| □ Students will examine how the economic activities in their local community have changed over the last 50 years. | 332-333 |
| □ Students will investigate major economic activities in regions of New York State and create a map showing the major economic activities in Long Island, New York City, Lower Hudson Valley, Mid- Hudson Valley, Capital District, Adirondacks/North Country, Mohawk Valley/Central NY, Mid-West/Finger Lakes, Catskills, Southern Tier, and Western New York. | 15, 16, 36, 164-167, 322-324, 332-333 |
| **4.7 GOVERNMENT: There are different levels of government within the United States and New York State. The purpose of government is to protect the rights of citizens and to promote the common good. The government of New York State establishes rights, freedoms, and responsibilities for its citizens. (Standards: 1, 5; Themes: GOV, CIV)** | |
| 4.7a After the Revolution, the United States of America established a federal government; colonies established state governments. | |
| □ Students will examine the basic structure of the federal government, including the | 306-308, 312-313 |

| | |
|---|---|
| President, Congress, and the courts. | |
| □ Students will explore ways that the federal, state, and local governments meet the needs of citizens, looking for similarities and differences. | 290-293, 296-300, 308-309 |
| 4.7b The New York State Constitution establishes the basic structure of government for the state. The government of New York creates laws to protect the people and interests of the state. | |
| □ Students will examine the elements of the New York State Seal adopted in 1777 and the New York State flag and be able to explain the symbols used. | R2-R3 |
| □ Students will use a graphic organizer to show the different branches of state government and the roles and responsibilities of each. The present governor, the local senator, and the local assemblyperson should be identified. | 306-307 |
| □ Students will investigate the steps necessary for a bill to become a law in New York State. | 298-299, 333 |
| 4.7c Government in New York is organized into counties, cities, towns, and villages. | |
| □ Students will identify the county in which they live, noting where their city or town is within that county. | 293, A14-A15 |
| □ Students will examine the structure of their local government and its relationship to state government. Students will be able to identify the elected leaders of their community. | 290-293 |
| 4.7d New Yorkers have rights and freedoms that are guaranteed in the United States Constitution, the New York State Constitution, and by state laws. | |
| □ Students will examine the rights and freedoms guaranteed to citizens. | 111, 163, 307, C23-C24 |
| 4.7e Citizens in the State of New York have responsibilities that help their nation, their state, and their local communities function. Some responsibilities are stated in laws. | |
| □ Students will learn their responsibilities as citizens such as obeying rules and laws (e.g., traffic safety, see something–say something, anti-bullying). | 17, 143, 245, 304, 307, C3 |
| □ Students will discuss active citizenship and adults' responsibility to vote, understand important issues and to serve on a jury. | 17, 143, 245, 300, 307, C3 |

# McGraw–Hill Education
# New York Grade 5 Social Studies

| | |
|---|---|
| **5.1 GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment. (Standard: 3, Theme: GEO)** | |
| 5.1a Physical maps reflect the varied climate zones, landforms, bodies of water, and natural resources of the Western Hemisphere. | |
| | 3, 6-7, 11-12, 17, 20-21, 27, 22, 27, 45, 123, 135, 153, 175, 246, GH8, GH14, GH15, GH16, GH17, GH18, GH19, GH20 |
| 5.1b The Western Hemisphere can be divided into regions. Regions are areas that share common identifiable characteristics such as physical, political, economic, or cultural features. Regions within the Western Hemisphere include: | |
| □ North America (Canada and the United States) | 3, 6-7, 11-12, 18, 19-21, 27, 33, 37, 45, 93, 100, 105, 111, 116, 123, 139, GH6, GH7, GH8, GH13, GH14, GH15, GH16 |
| □ Mesoamerica (Mexico and Central America) | 39, 135, 139, 141, 153, 167, 175, 183, 218, 225, GH16, GH18 |
| □ Caribbean | 135, 137, 139, 153, 237, 258, GH16, GH18 |
| □ South America | 135, 139, 153, 175, 246, GH17 |
| 5.1c The physical environment influences human population distribution, land use, and other forms of economic activity. | |
| □ Students will map the regions within the Western Hemisphere and locate major physical features within each region. | 11-12, 27, 33, 37, 45-46, 135, 153, 175, 246, GH8, GH14, GH15, GH16, GH17 |
| □ Students will create a political map of the Western Hemisphere noting which countries are in which region. | 18-19, 37, 46, 220, 237, 246, 258, GH16, GH17 |
| □ Students will use physical, climate, and vegetation maps in combination with population density maps, land use, and resource distribution maps to discern patterns in human settlement and types of economic activity. | 2, 11-12, 20-21, 27, 33, 37, 49-50, 52, 63, 100, 105, 111, 116, 135, 165, 220, 225, 227, 236, 245, 258, GH13 |
| **5.2 EARLY PEOPLES OF THE AMERICAS: The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures. (Standards: 1, 2, 3; Themes: ID, MOV, TCC, GEO)** | |
| 5.2a Various forms of scientific evidence suggest that humans came to North America approximately 25,000 to 14,000 years ago and spread southward to South America. | |
| □ Students will examine the various | 49, 65-73 |

| | |
|---|---|
| theories of the migration routes by which first humans may have arrived, including the Beringia land bridge, using maps and archaeological evidence. | |
| 5.2b Human populations that settled along rivers, in rainforests, along oceans, in deserts, on plains, in mountains, and in cold climates adapted to and made use of the resources and environment around them in developing distinct ways of life. | |
| | 49, 57, 65-73 |
| 5.2c Early peoples living together in settlements developed shared cultures with customs, beliefs, values, and languages that give identity to the group. These early peoples also developed patterns of organization and governance to manage their society. | |
| □ Students will examine maps that show the variety of different Native American groups located in the Western Hemisphere, noting there are many different culture groups in many different types of physical, climate, and vegetative regions. | 49, 57, 65-73 |
| □ Students will compare and contrast Native American culture groups such as those from Cahokia, the North American Great Plains, North American Southwest, Canadian Inuit, and Caribbean Taino with the Iroquois (Haudenosaunee) of the Eastern Woodlands of North America. Students will examine how each of these groups adapted to and used the environment and its resources to meet their basic needs and elements of their culture, including customs, beliefs, values, languages, and patterns of organization and governance. | 57, 65-73 |
| **5.3 COMPLEX SOCIETIES AND CIVILIZATIONS: Between 1100 BCE and 1500 CE, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. (Standards: 2, 3; Themes: ID, TCC, GEO, GOV)** | |
| 5.3a Civilizations share certain common characteristics of religion, job specialization, cities, government, language and writing systems, technology, and social hierarchy. | |
| □ Students will locate the complex societies and civilizations of the Mayas, Aztecs, and Incas on a map and when they occurred. | 167 |
| □ Students will investigate the characteristics of the Mayas, Aztecs, and Incas noting similarities and differences. | 165-171, 182-183 |
| 5.3b Complex societies and civilizations adapted to and modified their environment to meet the | |

| | |
|---|---|
| needs of their people. | |
| □ Students will compare how the Mayas, Aztecs, and Incas adapted to and modified their environment to meet the needs of the people, examining the clothing, farming, shelter, and transportation systems for each. | 65-73, 166-171 |
| 5.3c Political states can take different forms such as city-states and empires. A city-state is comprised of a city with a government that controls the surrounding territory, while an empire is a political organization developed when a single supreme authority takes control over other geographic and/or cultural regions beyond its initial settlements. | |
| □ Students will compare and contrast political states of the Maya and the Aztec noting the territories they controlled, the type of rule each had, and how the ruler attempted to unify the people | 166-171, 172-173 |
| **5.4 EUROPEAN EXPLORATION AND ITS EFFECTS: Various European powers explored and eventually colonized the Western Hemisphere. This had a profound impact on Native Americans and led to the transatlantic slave trade. (Standards: 1, 2, 3, 4; Themes: MOV, TCC, GEO, ECO, EXCH)** | |
| 5.4a Europeans traveled to the Americas in search of new trade routes, including a northwest passage, and resources. They hoped to gain wealth, power, and glory. | |
| □ Students will investigate explorers from different European countries and map the areas of the Western Hemisphere where they explored including Christopher Columbus, John Cabot, Jacques Cartier, Pedro Cabral, and Vasco Nunez de Balboa. | 174-177, 180-181 |
| □ Students will map the key areas of the Western Hemisphere colonized by the English, Dutch, French, Portuguese, and Spanish comparing the location, relative size, and key resources in these regions. | 182-183 |
| 5.4b Europeans encountered and interacted with Native Americans in a variety of ways. | |
| □ Students will examine the European interactions with Native Americans using these examples:<br><br>□ Conquests by Cortez and Pizarro and the resulting demographic change<br>□ French in North America and the fur trade | 50, 58, 176-177, 181 |
| 5.4c The transatlantic trade of goods, movement of people, and spread of ideas and diseases resulted in cultural diffusion. This cultural diffusion became known as the Columbian Exchange and reshaped the lives and beliefs of people. | |
| □ Students will map the movement of people, plants, animals, and disease between | 149-151, 179 |

| | |
|---|---|
| Europe, the Americas, and Africa. | |
| 5.4d Africans were captured, brought to the Americas, and sold as slaves because laborers were needed. Their transport across the Atlantic was known as the Middle Passage. | |
| □ Students will investigate why sugar was brought to the Americas, noting where it was grown and why, and the role of supply and demand. | 149-151, 179 |
| □ Students will examine the conditions experienced by enslaved Africans during the Middle Passage. | 179 |
| **5.5 INDEPENDENCE MOVEMENTS: Beginning in the late 18th century, independence movements took place in the Western Hemisphere for a variety of reasons. These independence movements and their outcomes varied by location. (Standards: 1, 2, 5; Themes: TCC, GOV, CIV)** | |
| 5.5a In some areas of the Western Hemisphere the desire for independence led to political revolutions. | |
| □ Students will investigate reasons people in Haiti and South America wanted independence and compare them to the reasons British colonists wanted independence in what became the United States. | 49, 60-61, 185-190 |
| □ Students will examine the efforts of Toussaint L'Ouverture in Haiti and Simon Bolivar in South America in obtaining independence. | 175, 185, 188-189 |
| □ Students will explore efforts by Canadians to obtain self-government and how the process differed from American independence. | 60-62 |
| **5.6 GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place. (Standards: 5; Themes: GOV, CIV)** | |
| 5.6a Government structures vary from place to place, as do the structure and functions of governments in the countries of the Western Hemisphere today. | |
| □ Students will compare and contrast the government structures and functions of government in the United States, Canada, Mexico, and Cuba. | 75-78, 81-83, 198, 218 |
| 5.6b Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy. | |
| □ Students will examine the Declaration of Independence, the United States Constitution and Bill of Rights, the British North America Act, and the Canadian Bill of Rights in terms of key values, beliefs, and principles of constitutional democracy. | 51, 61, 75-78, 83 |

| | |
|---|---|
| 5.6c Across time and place, different groups of people have struggled and fought for equality and civil rights using different means, and the sources of power and authority in Western Hemisphere nations have responded to issues of justice and inequality with different approaches. | |
| □ Students will examine different groups of people such as Native Americans, African Americans, and other cultural, ethnic and racial minorities in Western Hemisphere who struggled for equality and civil rights and the response to their actions. | 52-53, 55, 78, 185, 223, 227 |
| **5.7 ECONOMICS: The people of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other as well as with other countries around the world. (Standards: 1, 2, 3, 4; TCC, GEO, ECO, EXCH)** | |
| 5.7a Peoples of the Western Hemisphere have engaged in a variety of economic activities to meet their needs and wants. | |
| □ Students will examine the economic activities of the United States, Canada, and Mexico and determine their major industries in relation to available resources. | 106-111, 213-215, 220-223 |
| □ Students will examine key resources of at least two other countries including Brazil, develop a hypothesis as to what industries could be supported by the available resources, and then examine the actual industries of those countries. | 17-23, 106-111, 113-117, 145-147, 220-223, 225-231, 233-236, 241, 246, 247, 252 |
| □ Students will examine why certain products are manufactured in particular places, taking into account the weight, transportation availability, and costs and markets (e.g., soda pop). | 106-111, 113-117, 222, 241 |
| 5.7b Countries trade with other countries to meet economic needs and wants. They are interdependent. | |
| □ Students will examine products that are imported into markets within the United States based on demand for these products, noting how this affects the United States economy. | 119-120, 122, 222, 225-226, 233, 247, 254, 257 |
| □ Students will examine products that are exported from the United States to other markets in the Western Hemisphere, noting how this affects the United States economy. | 119-120, 222 |
| 5.7c Different types of economic systems have developed across time and place within the Western Hemisphere. These economic systems include traditional, market, and command which address the three economic questions: what will be produced, how it will be produced, and who will get what is produced? | |

| | |
|---|---|
| □ Students will explore the characteristics of a traditional economy used by the Plains Indians, the market economy of Canada, and the command economy of Cuba, noting similarities and differences. | 49, 61, 65-73, 103, 113, 119, 234 |
| **5.8 COMPARATIVE CULTURES: The populations of the countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. The nations of the Western Hemisphere have been participated in and benefited from international organizations that promote cultural understanding, peace and cooperation. (Standards: 1, 2; Themes: ID, MOV, SOC)** | |
| 5.8a The populations of the countries of the Western Hemisphere are diverse and varied. | |
| □ Students will investigate the diversity of the United States, Canada, Mexico, and Brazil by looking at their official language or languages, major religions practiced, and different groups of people that have immigrated and settled there over time, including the Native American groups, noting cultural contributions of at least one of these various groups. | 57-58, 60, 85-89, 93-95, 204-205, 217, 239 |
| □ Students will examine reasons that people emigrated from their country to another country. | 58, 60, 85-86, 175-179, 183, 202, 245, 252 |
| 5.8b The countries of the Western Hemisphere have unique characteristics and achievements that distinguish them from other countries. | |
| □ Students will explore key characteristics and achievements that make the United States, Canada, at least one Mesoamerican country, and one South American country unique. | 86-89, 94-97, 165-171, 175-179, 207-211, 219, 236 |
| 5.8c Multinational organizations and non-governmental organizations in the Western Hemisphere seek to activity encourage cooperation between nations, protect human rights, support economic development and provide assistance in challenging situations. | |
| □ Students will examine multinational organizations and non-governmental organizations and their role in promoting cooperation, peace, and cultural understanding. | 46, 117-119, 213, 222, 225, 229 |

Mc Graw Hill Education

# Everything You Need

Our solutions are custom-made to follow the **NY Social Studies Framework** and the **NYC Scope & Sequence** to help all of your students excel.

## 2016 NYC Middle School Social Studies (6-8)

Our hybrid program is an innovative Social Studies suite that empowers students to experience history, social studies, geography, economics, government, and culture in engaging print and digital formats.

## Program Highlights

- Correlations to NYC Curriculum
- Project-Based Learning Activities (PBLs)
- Hands-On Interactive Activities
- Differentiated Instructional Resources
- Easy-to-Use Classroom Management and Assessment Tools

## A wealth of resources for your curriculum

| Feature | Print | Digital | Feature | Print | Digital |
|---|---|---|---|---|---|
| Teacher Edition | • | • | Interactive Whiteboard Activities | | • |
| Student Edition | • | • | Teacher Resource Library | | • |
| Reading Essential Workbook | • | • | Lesson Presentations | | • |
| Correlation to NYC standards | • | • | Chapter Tests & Lesson Quizzes | | • |
| Differentiated Instruction | • | • | Infographics | | • |
| Project-Based Learning | • | • | Videos (BBC) | | • |
| Hands-On Interactive Activities | • | • | Primary Source Materials | | • |
| Scoring Rubrics | • | | Political Cartoons | | • |
| eAssessment | | • | Self-Check Quizzes | | • |
| Assessment Reporting System | | • | Message Center | | • |
| Ready-to-Go Lesson Plans | | • | Guided Questions | | • |
| Tools for Customizing Lesson Plans | | • | Foldables® | | • |
| Presentation Builder and Presentation | | • | | | |

**Request your sample at: mheonline.com/nyc**

**Contact your local Sales Representative to get more information!**


**Jean Sinclair** | Representative for grades 6-12 | Queens & Bronx
917-861-4034 | jean.sinclair@mheducation.com

**Kelly Henson** | Representative for grades 6-12 | Manhattan, Brooklyn, & Staten Island
518-416-6419 | kelly.henson@mheducation.com

SS15M04598

# Middle School Social Studies

| Complete Bundles | Discovering Our Past: Eastern Hemisphere | | Discovering Our Past: History of the United States and New York I | | Discovering Our Past: History of the United States and New York II | |
|---|---|---|---|---|---|---|
| **NY Student Suite, 6-year** | 0021433135 | | 007659890X | | 0021428328 | |
| **NY Student Suite, 1-year** | 0021427402 | | 0076598896 | | 0021428336 | |
| **NY Student Edition** | 0021427941 | | 0076598853 | | 0021430888 | |
| **NY Student Learning Center, 6-year** | 0021427968 | | 0076598888 | | 0021431310 | |
| **NY Student Learning Center, 1-year** | 0021427992 | | 007659887X | | 0021431337 | |
| **NY Reading Essentials and Study Guide, Student Workbook** | 0076662381 | | 0076662675 | | 0076661105 | |
| **NY Spanish Reading Essentials and Study Guide, Student Workbook** | 007666242X | | 0076662705 | | 0076661148 | |
| **NY Teacher Edition** | 002142795X | | 0076598861 | | 0021457069 | |
| **NY Teacher Learning Center, 6-year** | 002142800X | | 0076598926 | | 0021431345 | |
| **NY Teacher Learning Center, 1-year** | 0021428018 | | 0076598918 | | 002143137X | |
| **NY Reading Essentials and Study Guide, Answer Key** | 0076662403 | | 0076662683 | | 0076661121 | |
| **NY Spanish Reading Essentials and Study Guide, Answer Key** | 0076662438 | | 0076662721 | | 0076661156 | |

For more information about McGraw-Hill *Networks*, contact your sales representative or visit **mheonline.com**

Mc Graw Hill Education

AMBER CHARTER SCHOOL

## **Position**: Teacher Assistant

Amber Charter School was founded in 2000 as the first Latino-led charter school in New York State. The school is located in East Harlem and serves over 400 students in grades K to 5.

Come join a school community committed to helping students achieve excellence!

**Education:** AA degree or higher. Must be New York State Teacher Assistant certification.

**Experience:** Experience working with children preferred.

**Knowledge and Skills:** Ability to communicate with parents through conferences and other means to discuss students' progress and interpret the school program, utilize a variety of appropriate materials and resources. Must have the ability to maintain an organized, structured, and disciplined classroom environment to maximize instruction.

**Duties and Responsibilities**

Classroom Environment

- Uphold the mission of Amber Charter School through an Developmental-Interaction approach, high level of service and proactive culture of family, teacher and child development
- Support a play-based, child –centered, fun, nurturing classroom culture that bridges the school and home environments
- Assist the head teacher in the planning, preparation, maintenance and assessment of all units of a Developmental Interaction approach targeting age appropriate milestones and developmental needs
- Observe each child daily to assess skills, interests and needs to facilitate learning and growth
- Demonstrate a positive relationship with fellow teachers in collaborating to meet developmental goals of each child
- Manage student behavior through setting expectations, managing classrooms procedures, and monitoring/responding to students.
- Participate in staff meetings, center activities and staff development
- Perform other duties as required or assigned
- Adhere to state mandated safety and health guidelines

Parent Relationship

- Deliver the highest level of client service to families by supporting a caring community of parents, teachers, and children
- Display interpersonal skills to build trust, rapport and connection with families
- Foster parent collaboration and problem solving through responsive daily morning interaction, email correspondence and outreach to families
- Collaborate with parents to identify Early Intervention resources for children with potential developmental delays
- Contribute to personalized communications with all parents including newsletter, daily email recaps, pictures and biannual parent teacher conferences

School Culture

- Shares with the school community through participation professionalism, collegiality, passion for the arts
- Contributes to a classroom community that maintains the school's high social expectations for students as defined by Amber Charter School operating principles
- Participates in the on-going effort to establish a school culture that reinforces the school's mission, goals and operating principles within all aspects of Amber Charter School

****Reports to Assistant Principal****

**Position**: Classroom Teacher

Amber Charter School was founded in 2000 as the first Latino-led charter school in New York State. The school is located in East Harlem and serves over 400 students in grades K to 5. We have been in existence for 15 years and are dedicated to building lifelong learners.

**Mission Statement:** To provide our students an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in top middle schools and beyond.

**Education:** Bachelor's degree required. Master's degree preferred in related educational field.

**Certification and License:** NYC teacher certification and license

**Experience:** 1+ years preferred

**Position Overview**: The Amber Charter School Teacher understands and promotes the school's mission, vision, objectives, and policies both within and outside the immediate school community. The Classroom Teacher is responsible for providing a classroom/instructional program that supports the individual needs of all children in accordance with the school's mission and values established by the school.

**Duties and Responsibilities**

Responsibilities & duties (including, but not limited to)

**Instructional Planning**

- Assume personal responsibility for the academic progress of all students
- Implement a coherent, research-based curriculum in consultation with Administration
- Teach students with Individual Education Plans (IEPs) in an inclusion setting and implement IEPs as necessary
- Document all syllabi, lesson plans, assignments, rubrics and other instructional materials and methods
- Use consistent school-wide practices and a variety of individualized methods to engage students in the classroom

**Instructional Delivery**

- Use solid formative assessment practices to plan and shift instruction
- Use consistent school-wide practices and a variety of individualized methods to engage students in the classroom
- Implement various methods to promote a student-led and student-centered classroom

**Student Assessment**

- Measure student achievement and progress towards learning objectives using the school's formative and summative assessment tools
- Evaluate academic achievement through detailed data analysis of student performance on a wide variety of metrics
- Provide ongoing and timely feedback to students on their progress towards meeting expectations and achieving goals
- Use student data to reflect on effectiveness of lessons and student achievement progress in order to improve instruction and personal practice

**Learning Environment**

- Create, and manage a responsive learning environment that enables students to feel safe, to be creative, and to develop to their full potential
- Establish, model, practice and reinforce age-appropriate rules and discipline using school approved procedures; create and consistently use individual behavioral management plans as needed
- Promote a positive, family-like environment in your classroom

**Extracurricular Activities**

- Organize and supervise approved field trips to enhance classroom learning.
- Provide opportunities for enrichment

**Student Support & School Culture**

- Communicate effectively and maintain strong relationships with students, families, colleagues and administrators
- Work closely with all members of school community, model citizenship, collaboration and support of one another
- Other tasks as assigned by the Administration

**Compensation**

- We offer a very competitive salary and comprehensive benefits package.
- We are a UFT charter school.

Reports to Principal and Assistant Principal

# Amber Charter School
## Assistant Principal (117)

## JOB POSTING

### Job Details

| | |
|---|---|
| *Posting ID* | **117** |
| *Title* | **Assistant Principal** |
| *Description* | Amber Charter School, the first Latino-led public charter school prepares K through 5 students for academic success in middle school. □ounded in 2000, our first elementary school in East Harlem serves over 4□0 students. |

Amber□s mission is to provide our students an academically rigorous and well-rounded education, along with strong character development, that will enable them to succeed in top middle schools and beyond. Amber Charter School II, located in the Kingsbridge section of the Bronx, opened its doors in September 2017.

Join a team devoted to positively impacting the lives of children and families every day. Come help build lifelong learners.

**Education:** Master's degree in □ob related area.

**Experience:** □ive years full-time successful teaching experience.

**Certification and License:** NYS teacher certification and SBL certification preferred.

Bi-lingual (Spanish Speaking Preferred)

**Duties and Responsibilities:**

**Instructional Leadership**
- Assists in the establishment of goals and ob□ectives for the school.
- Provides leadership in planning, implementing and evaluating instructional programs.
- Provides leadership in teaching techniques, innovation and class organization.
- Represent the administrative team on Shared Service Team committees as assigned.
- Manage specific academic departments as assigned.
- Collect and review instructional plans.
- Lead and/or participate in study groups.
- Supervise all instructional staff.
- Assume responsibility for the school in the absence of the principal.

**Staff Oversight**
- Assist in the process of interviewing, evaluating, and selecting new staff members.
- Assist in the determination of staff needs.
- Evaluate personnel and assist in the determination of goals to improve performance.
- Evaluate school performance data to make holistic and individual recommendations from improving instructional practices.
- Plan and implement summer training for new staff with School Principal and Staff Developers.
- Prepare formal evaluations as directed by the Principal and Executive Director.
- Coordinates the revision of the teacher handbook as assigned.
- Coordinate teacher, mentorship in-services.
- Coordinate staffing coverage when necessary.

**Curriculum Development**
- Shall assist in the direction, supervision, and evaluation of the Amber instructional program.

- Assists in the maintenance and improvement of the quality of the instructional program by being responsible for teacher implementation of the curriculum.
- Assists in providing the leadership necessary to ensure that each teacher is implementing curricula with fidelity.
- Oversee new course proposal process as requested.
- Assign student-teachers and other volunteers with a cooperating teacher.
- Prepare and submit all reports required by authorizing agencies.
- Coordinate with outside agencies enrichment actives for the students.
- Attend Board and Parent Association meeting as needed.
- Collect and review lesson plans and homework for fidelity and rigor.
- Supervise, coordinate, administer all testing including but not limited to State tests, Terra Nova, and city tests.

**Professional Growth**

- Participate in professional organizations whose purpose is to improve administrative skills.
- Participate and/or lead school committees.
- Participate in decision making, planning and evaluation at the grade level.
- Provide professional development opportunities for school staff.

| | | | |
|---|---|---|---|
| *Shift Type* | **Full-Time** | *Salary Range* | |
| *Salary Code* | **Per Year** | *Job Category* | **Instruction Supervision** |
| *External Job Application* | **Instruction Supervision** | *Internal Job Application* | **Instruction Supervision** |
| *Location* | **Amber Charter School East Harlem** | *Posting Status* | **Inactive** |
| *Minimum Qualifications Screening* | **Bachelors Degree** | | |

## Job Application Timeframes

| | | | |
|---|---|---|---|
| *Internal Start Date* | **06/29/2018** | *General Start Date* | **06/29/2018** |
| *Internal End Date* | | *General End Date* | |

## Job Pools

| *Pool Name* | *Quantity* | *Requisition ID* | *Requisition Title* |
|---|---|---|---|
| **Default** | **1** | | |

## Alternate Job Contact

| | | | |
|---|---|---|---|
| *Name* | | *Title* | |
| *Location* | | *Phone* | |
| *Email* | | | |

## References

| | | | |
|---|---|---|---|
| *Automatically Send Reference Check* | **No** | *Reference Check Form* | |

# Amber Charter School
# Building Manager (109)

## JOB POSTING

### Job Details

*Posting ID* **109**

*Title* **Building Manager**

*Description*

**About Amber Charter School:**
Amber Charter School, the first Latino-led public charter school prepares K through 5 students for academic success in middle school. Founded in 2000, our first elementary school in East Harlem serves over 400 students.

Amber's mission is to provide our students an academically rigorous and well-rounded education, along with strong character development, that will enable them to succeed in top middle schools and beyond. Amber Charter School Kingsbridge, located in the Kingsbridge section of the Bronx, opened its doors in September 2017.

Join a team devoted to positively impacting the lives of children and families every day. Come help build lifelong learners.

**Education:**
High School Diploma required. Bachelor's Degree preferred.

**Skills & knowledge**
Good writing, computer, communication, organizational, interpersonal and problem solving skills. Some managerial and administrative experience. Previous work experience with electrical, plumbing, heating and ventilation systems. Experience in building maintenance. Certificate in fire safety preferred. Bilingual preferred.

**Duties & Responsibilities:**

- Coordinate with the Chief Operations Officer on the implementation of new building projects.
- Supervises custodian, porters, security guard, and outside contractors.
- Develop and maintain regular cleaning assignments for custodial tasks.
- Coordinate systems repairs and monitor systems performance.
- Maintain adequate cleaning supplies and materials inventory and order items as necessary.
- Ensure compliance with all health, safety and security protocols.
- Communicate with cleaning company and manage the contract.
- Ensure building is kept clean, safe, and presentable.
- Ensure maintenance costs are kept within budget.
- Seek bids, negotiate contracts, and secure final contracts for renovation/repair jobs.
- Oversee all building renovation/repair projects from start to finish.
- As necessary conduct routine tasks, such as fixing leaky pipes, painting rooms, patching drywall and fitting locks.
- Be familiar with building blueprints.
- Identify and assess any potential problems with the infrastructure.
- Serve as primary contact person for individuals or groups who want to use the building.
- Make sure correct setup is completed for each scheduled event.

The Building Manager reports to the Director of Operations.

*Compensation varies dependent on experience and relevant certificates held.*

| | | | |
|---|---|---|---|
| *Shift Type* | **Full-Time** | *Salary Range* | |
| *Salary Code* | **Per Year** | *Job Category* | **Operations** |
| *External Job Application* | **Operations** | *Internal Job Application* | **Operations** |
| *Location* | **Amber Charter School East Harlem** | *Posting Status* | **Filled** |
| *Minimum Qualifications Screening* | **High School Diploma/GED** | | |

## Job Application Timeframes

| | | | |
|---|---|---|---|
| *Internal Start Date* | **10/01/2018** | *General Start Date* | **10/01/2018** |
| *Internal End Date* | | *General End Date* | |

## Job Pools

| *Pool Name* | *Quantity* | *Requisition ID* | *Requisition Title* |
|---|---|---|---|
| **Default** | **1** | | |

## Alternate Job Contact

| | | | |
|---|---|---|---|
| *Name* | | *Title* | |
| *Location* | **Amber Charter School Kingsbridge** | *Phone* | |
| *Email* | | | |

## References

| | | | |
|---|---|---|---|
| *Automatically Send Reference Check* | **No** | *Reference Check Form* | |

# Amber Charter School
# Data and Assessment Director (37)

## JOB POSTING

### Job Details

*Posting ID* **37**

*Title* **Data and Assessment Director**

*Description*

**About Amber Charter School:**
Amber was founded in 2000 as the first Latino-led charter school in New York State located in East Harlem. We serve approximately 470 students in grades K-5. Our diverse student body is 61% Latino and 36% African American, with 87% qualifying for free or reduced-cost lunch. The school provides a nurturing environment while maintaining the highest exceptions for its students. Our curriculum focuses on core academics, with 90 minutes each day for both math and literacy. Our students experience an array of enrichment programming, including art, music, physical education, technology and Spanish. We are opening our second K-5 school in Washington Heights in Fall 2016.

**Position Overview**

Amber Charter School is seeking a Data and Assessment Director to join a dynamic education team. We are looking for a seasoned, team oriented, quality minded and motivated individual to join the Amber Charter School Shared Support Team (SST), an internal management team created to oversee the operational and fiscal management of the organization. The primary responsibilities include strengthening an organization-wide culture of data transparency and mutual accountability by collecting, analyzing, tracking, and publicly reporting data related to our Schools and creating system wide Key Performance Indicators (KPIs). The Data and Assessment Director also manages all network-wide systems for data collection, storage, and reporting, including our student information system(s), to ensure that all members of the Amber community have the information that they need to make evidence-informed decisions. The Data and Assessment Director oversees our network-wide technology systems, including managing external IT vendors to ensure that all staff have access to high quality, functioning technology resources. The Data and Assessment Director is also responsible for leading a team to create a vision and strategy for leveraging 21st Century technology resources to improve teaching and learning. Finally, once the strategy is created the Data and Assessment Director will oversee its implementation.

**Education:** Bachelor's Degree required and Masters Degree in a related field [research design; evaluation; assessment; statistical analysis] preferred.

**Experience:** Minimum of 3 years of experience in assessment, and evaluation services and data management preferably in a charter management organization.

**Duties and Responsibilities**

**Shared Support Team Leadership:**

- Participate as a thought partner to the COO, CEO and Principals. As a member of the SST craft overall organizational strategy and goals.

**Data:**

*Performance Management*

- Oversee Amber's internal performance management systems.
- Lead the process of collecting, analyzing, and tracking, and publicly reporting data related to our school.
- Lead the discussion to devise internal Key Performance Indicators (KPIs).
- Organize and lead professional development, trainings, and meetings with key stakeholders to ensure that network and school staff consistently use data to inform key decisions and drive overall performance.

*Data Warehousing and Reporting*

- Share with Principals in the supervision of each schools Data and Assessment Manager to ensure that all members of the Amber community have access to accurate, relevant, and actionable data.
    - Ensure that data in our student information systems are accurate, accessible, and actionable.
    - Manage outside student information systems vendors and consultants.
- Supervise production and use of monthly school and organization wide performance dashboards.
- Ensure overall maintenance and operation of the database and help staff utilize the system in support of organizational goals.
- Enhancing the school's capacity to report summative data to funders and community constituents.
- Create a Data Management Plan and Data Dashboards to assimilate specific, existing school and organizational data into a centralized program database.
- Ensure overall maintenance and operation of the database and help staff utilize the system in support of organizational goals.
- Perform ad-hoc data analysis and decision support as needed.

**Technology:**

*Technology Management*

- Supervise the external vendor to ensure that all members of the Amber community have access to the high quality, functioning technology that they need to achieve high levels of success.
    - Manage outsourced IT and cloud service provider.
    - Oversee the purchase of IT assets through all the stages of the procurement process.
    - Coordinate and support efficient distribution of IT assets.
    - Create and maintain network-wide technology budget.
    - Conduct yearly equipment inventory.
    - Manage equipment warranty and repair process.
- Organize and lead professional development, trainings, and meetings with key stakeholders to support all members of the Amber community in using technology to drive overall performance.

***21st Century Education***

- Develop and implement a network-wide strategic plan for utilizing technology to support and enhance teaching and learning. This plan may include (but is not limited to):
    - Lead the implementation of NYS Computer Based Testing initiative.
    - Individualized learning pathways.
    - Technology-assisted formative assessment and data analysis.
    - Use of technology to deliver instruction.
    - A "blended" classroom environment in which interactions among students, teachers, and technology integrate flexibly to enhance student learning.

**** Additional responsibilities as needed to meet the needs of the organization ****

Reports to Chief Operating Officer

| | | | |
|---|---|---|---|
| *Shift Type* | **Full-Time** | *Salary Range* | |
| *Salary Code* | **Per Year** | *Job Category* | **Shared Support Team** |
| *External Job Application* | **SST - Data Position** | *Internal Job Application* | **SST - Data Position** |
| *Location* | **Amber Charter Schools** | *Posting Status* | **Filled** |
| *Minimum Qualifications Screening* | **Bachelors Degree** | | |

## Job Application Timeframes

| | | | |
|---|---|---|---|
| *Internal Start Date* | **08/30/2016** | *General Start Date* | **08/30/2016** |
| *Internal End Date* | | *General End Date* | |

## Job Pools

| *Pool Name* | *Quantity* | *Requisition ID* | *Requisition Title* |
|---|---|---|---|
| **Default** | **1** | | |

## Alternate Job Contact

| | |
|---|---|
| *Name* | *Title* |
| *Location* | *Phone* |
| *Email* | |

## References

| | | |
|---|---|---|
| *Automatically Send Reference Check* | **No** | *Reference Check Form* |

# Amber Charter School
# Dean of Students (16)

## JOB POSTING

### Job Details

| | |
|---|---|
| *Posting ID* | **16** |
| *Title* | **Dean of Students** |
| *Description* | |

**About Amber**

Amber Charter School, the first Latino-led public charter school prepares K through 5 students for academic success in middle school. □ounded in 2000, our first elementary school in East Harlem serves over 4□0 students.

Amber□s mission is to provide our students an academically rigorous and well-rounded education, along with strong character development, that will enable them to succeed in top middle schools and beyond. Amber Charter School II, located in the Kingsbridge section of the Bronx, opened its doors in September 2017.

Join a team devoted to positively impacting the lives of children and families every day. Come help build lifelong learners.

**Start Date:** July 201□

**Education**

Bachelor's Degree**,** Master's Degree in the field of education preferred.

**Experience & Skills**

- □ive years full-time successful teaching or related field experience.
- Knowledge of adult learner characteristics and training principles practices and functions.
- Strong conceptual, analytical, consultative and facilitator skills.
- Knowledge of change management theory and practice, learning styles, team building, and group dynamics.
- Good communication skills.
- Experience planning, developing, implementing, monitoring and evaluating professional development.
- Ability to manage multiple pro□ects effectively.

**Responsibilities**

Management of School Culture

- Models the school's values and standards for professional conduct; consistently demonstrates best practices for communicating with students, staff, and families.
- Ensure that the school's policies and procedures for holding all students to high behavioral expectations as stated in the Code of Conduct are understood and promoted/enforced with consistency across all staff.
- Maintains accurate and up-to-date student conduct data and records regarding interventions, including merits and demerits earned by students, conferences held, awards and acknowledgements, suspensions, and communication with families.

Teacher Support/Classroom Support

- Ensures that teachers understand Code of Conduct, enforce it consistently and fairly, and follow established protocols.
- Proactively communicates with teachers and visits classrooms to promote positive behaviors and mitigate problem behaviors.
- Provides prompt classroom support to teachers when requested; follows established protocols for addressing students who demonstrate problem behaviors.
- □ orks with the Staff Developers to facilitate professional development offerings that promote sound behavioral management practices in the classroom.

- Maintains monthly records to assist teachers in the classroom with promoting positive behaviors and mitigating problem behaviors.
- Oversees and manages the school's conduct, including managing and communicating required attendance.

Management of Behavior Intervention Supports

- Oversees in-school suspension, including the supervision of students and management of their course assignments.
- Serves as the point person for dealing with behavioral crisis-intervention and acute behavioral issues.
- Ensures that students' Behavior Intervention Plans are followed as specified.

Communication

- Communicates with students' families as necessary to keep families abreast of any observed changes in an individual student's conduct.
- Meets weekly with School Leadership Team to discuss PBIS data and make informed decisions based on the analysis of the data.
- Meets with school culture committee monthly to discuss PBIS data and discuss possible interventions based on data.
- Meets with Administration weekly to discuss individual students and their behavior patterns and how to best support students through specific interventions.
- Serve on the Child Study Team (attend weekly meetings, manage incoming teacher referrals, monitor recommended plans, and help determine students who are in need of an evaluation for special education services).

| | | | |
|---|---|---|---|
| *Shift Type* | **Full-Time** | *Salary Range* | |
| *Salary Code* | **Per Year** | *Job Category* | **Instruction Supervision** |
| *External Job Application* | **Instruction Supervision** | *Internal Job Application* | **Internal - Teaching** |
| *Location* | **Amber Charter School Kingsbridge** | *Posting Status* | **Filled** |
| *Minimum Qualifications Screening* | **Bachelors Degree** | | |

## Job Application Timeframes

| | | | |
|---|---|---|---|
| *Internal Start Date* | | *General Start Date* | **06/07/2018** |
| *Internal End Date* | | *General End Date* | |

## Job Pools

| *Pool Name* | *Quantity* | *Requisition ID* | *Requisition Title* |
|---|---|---|---|
| **Default** | **1** | | |

## Alternate Job Contact

| | | | |
|---|---|---|---|
| *Name* | | *Title* | |
| *Location* | | *Phone* | |
| *Email* | | | |

## References

| | | | |
|---|---|---|---|
| *Automatically Send Reference Check* | **No** | *Reference Check Form* | |

# Amber Charter School
# Director of Operations (122)

## JOB POSTING

### Job Details

*Posting ID* **122**

*Title* **Director of Operations**

*Description*

**About Amber**

Amber's mission is to provide our students an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in top middle schools and beyond.

Amber Charter School was founded in 2000 as the first Latino-led charter school in New York State. Amber Charter Schools, located in East Harlem and the Kingsbridge section of the Bronx, serve over 700 students in grades K-5.

Join a team devoted to positively impacting the lives of children and families every day. Come help build lifelong learners.

**Position Overview:**

The Director of Operations and his/her team are essential to the management of a successful Amber Charter School. To ensure well-defined operational systems that permit the principal and teachers to focus on students and families, the Director of Operations is a collaborative, mindful and thoughtful leader. Thriving on discovering ways to work collaboratively, cost effectively and efficiently, he/she will persevere despite all obstacles. The Director of Operations works closely with principal, teachers, staff and families, while serving as the primary interface with Amber Charter School's Shared Support Team ("SST").

**Duties and Responsibilities:**

**Finance, Purchasing & Vendor Relations**

Oversee the school's non-instructional budget and finances; Conducts school-based purchasing and ensures adherence to school's fiscal and procurement policy and procedures. Manages key vendor relationships, including but not limited to, food service, janitorial and maintenance. Ensures that school needs are reflected in contracts and coordinates SST contract review and approval.

**Student Academic Data**

Coordinates all NYSED data, including but not limited to, BEDS reporting, TSDL, CRDC and others. Provides timely data analyses and recommendations to school leadership team to identify areas of strengths, challenges and opportunity. Orders, maintains and delivers assessments.

**Student Information and Reporting**

As the point person for student information system, working closely with the Information Systems Manager, he/she generates report cards, progress reports and schedules. Oversee and improve systems for the collection and analysis of data. He/she shall device regular reporting systems for school leadership team, board of trustees and SST. Manage and oversee school lunch program, track attendance and tardiness of students and manage data entry for Automate the Schools ("ATS") and Power School.

**Manage**

Supervises the operations associates and building manager. Addresses general office and administrative needs and ensures the smooth operation of the administrative office, including mailings, attendance reporting, office machine maintenance, etc. A member of the school's leadership team, he/she also manages and oversees the school's facility.

**Logistics and Event Planning**

Plans and coordinates logistics for school events, field trips, registration and orientation. Oversees daily transportation.

**Technology**

In partnership with SST, oversees the purchasing and maintenance of technology equipment and implementation of technology training.

**Compliance**
Coordinates with SST, to ensure compliance with health and safety laws.

**Human Resources**
Assists with school based □on boarding, setting up employee□s physical location and introducing time keeping.

**Student Recruitment**
Collaborating with SST to oversee student recruitment, admissions applications, registration and wait list.

**Qualifications:**

- College graduate with a minimum of □ years of work experience. Masters in Business Administration or other relevant graduate degree preferred.
- At least □ years managing a team or multiple large pro□ects.
- □ orking knowledge of common core standards and correlations to data preferred.
- Strong pro□ect management skills, demonstrated ability to triage and execute upon multiple priorities while paying meticulous attention to detail.
- High level of comfort and familiarity with financial oversight and budgetary tracking.
- Mindful and analytical problem solver.
- Collaborative team player with exceptional interpersonal skills and the ability to obtain buy-in from stakeholders. Leader with ability to craft a shared vision.
- Mastery of pro□ect management software like Basecamp, Microsoft Office and GSuite. □amiliarity with ATS & Power School. Alternatively a strong willingness to learn any missing skills associated with school operations.
- Social and emotional intelligence, grit, thoughtfulness, compassion and gratitude.
- Demonstrated passion for and commitment to the Amber Charter School mission.
- Conversational Spanish.

| | | | |
|---|---|---|---|
| *Shift Type* | **Full-Time** | *Salary Range* | |
| *Salary Code* | **Per Year** | *Job Category* | **Operations** |
| *External Job Application* | **Operations** | *Internal Job Application* | **Operations** |
| *Location* | **Amber Charter School East Harlem** | *Posting Status* | **Filled** |
| *Minimum Qualifications Screening* | **Bachelors Degree** | | |

## Job Application Timeframes

| | | | |
|---|---|---|---|
| *Internal Start Date* | **08/07/2018** | *General Start Date* | **08/07/2018** |
| *Internal End Date* | | *General End Date* | |

## Job Pools

| *Pool Name* | *Quantity* | *Requisition ID* | *Requisition Title* |
|---|---|---|---|
| **Default** | **1** | | |

## Alternate Job Contact

| | | | |
|---|---|---|---|
| *Name* | | *Title* | |
| *Location* | | *Phone* | |
| *Email* | | | |

## References

| | | | |
|---|---|---|---|
| *Automatically Send Reference Check* | **No** | *Reference Check Form* | |

# Amber Charter School
# Meals Attendant (125)

## JOB POSTING

### Job Details

| | |
|---|---|
| *Posting ID* | **125** |
| *Title* | **Meals Attendant** |
| *Description* | **About Amber**<br>Amber□s mission is to provide our students an academically rigorous and well-rounded education, along with strong character development, that will enable them to succeed in top middle schools and beyond.<br><br>Join a team devoted to positively impacting the lives of children and families every day. Come help build lifelong learners.<br><br>**Education**<br>High School Diploma<br><br>**Experience & Skills**<br>Must obtain NYSED fingerprint clearance<br>□ood Protection Certificate (or willing to get it)<br><br>**Responsibilities**<br>• Practice personal hygiene and proper sanitation procedures.<br>• Turn on, test and monitor equipment at the beginning of the day.<br>• □ood preparation according to written and oral instructions.<br>• Serve breakfast, lunch and snack.<br>• Replenish food and maintain clean serving areas.<br>• Monitor food and equipment temperatures at all times.<br>• Exhibit courtesy and understanding to staff and students.<br>• Set up and break down of serving areas.<br>• Receive, stock and rotate incoming and outgoing inventory.<br>• Participate in formal and informal training.<br>• Demonstrate knowledge of sanitation practices.<br>• Exhibit the professional behavior of a reliable employee.<br>• Perform preparation duties for the next day.<br>• Maintain a neat, clean and safe work environment.<br>• Participate in special events for students, adults and community.<br>• Perform related work as required. |

| | | | |
|---|---|---|---|
| *Shift Type* | **Part-Time** | *Salary Range* | |
| *Salary Code* | **Per Hour** | *Job Category* | **Operations** |
| *External Job Application* | **Operations** | *Internal Job Application* | **Operations** |
| *Location* | **Amber Charter School Kingsbridge** | *Posting Status* | **Filled** |
| *Minimum Qualifications Screening* | **High School Diploma/GED** | | |

### Job Application Timeframes

| | | | |
|---|---|---|---|
| *Internal Start Date* | **11/01/2018** | *General Start Date* | **11/01/2018** |
| *Internal End Date* | | *General End Date* | |

### Job Pools

| *Pool Name* | *Quantity* | *Requisition ID* | *Requisition Title* |
|---|---|---|---|
| **Default** | **2** | | |

## Alternate Job Contact

| | |
|---|---|
| *Name* | *Title* |
| *Location* | *Phone* |
| *Email* | |

## References

| | | |
|---|---|---|
| *Automatically Send Reference Check* | **No** | *Reference Check Form* |

# Amber Charter School
# Operations Associate (104)

## JOB POSTING

### Job Details

| | |
|---|---|
| *Posting ID* | **104** |
| *Title* | **Operations Associate** |
| *Description* | **About Amber**<br>To provide our students an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in top middle schools and beyond.<br><br>Amber Charter School was founded in 2000 as the first Latino-led charter school in New York State. The school is located in East Harlem and serves over 400 students in grades K to 5. Amber II, currently located in  ashington Heights, is expanding and will be relocating to the Kingsbridge section of the Bronx in September 2017.<br><br>**Education**<br>High School diploma required. College degree preferred. Matriculating college students considered.<br><br>**Experience & Skills**<br>• At one year of experience as an Operations Associate in a comparable organization is strongly preferred.<br>• Expertise in working with diverse populations of students and families; familiarity with Amber's student population and the community to be served.<br>• A demonstrated openness and responsiveness to constructive feedback and a strong commitment to continuous improvement and professional growth.<br>• Strong written and oral communication skills and experience working collaboratively in team settings.<br>• Proficient in Microsoft Office Suite programs and Google applications for administration.<br>• ood Protection Certification necessary or willingness to obtain Certification.<br><br>**Responsibilities**<br>Office Support<br>• Provide administrative support to the Principal and Director of Operations.<br>• Creates, prepares and distributes parent newsletter, announcements, flyers and notices.<br>• Reviews and disseminates incoming mail.<br>• Prepares all ma or mailings.<br>• Receives and screens phone calls and visitors.<br>• Provides customer services to visitors, parents, and staff.<br>• Schedules meetings, appointments, and travel arrangements.<br>• Enters all purchasing of supplies and materials for approval.<br>• Provide office administrative support.<br>• Perform any duties and responsibilities that are within the scope of employment, as assigned by their supervisor.<br>Pupil Accounting<br>• Assist with Amber's registration process which includes working with the online School Mint registration system, building staff and community.<br>• Assist with the collection and maintenance of students' academic and demographic records.<br>• Learn the student information systems known as Automate the Schools ( ATS ) and Power School. Assist with the maintenance of data stored in ATS and PowerSchool including, but limited to enrollment, student demographics, contact and address information, health records and transportation information.<br>• Assist with up-dating student health and immunization information.<br>• Assist with new student enrollment, entry of vaccination update, discharges and transfers.<br>• Assist with student data collection and verification of compliance reports for the State and CSI.<br>• Assist in providing verification letters for parents and other parent requests<br>• Assist in responding to outside request of student's records.<br>• Coordinates the distribution of Metrocards as well as bus schedules and correspondence. |

Student Meals

- Oversee the meal program in coordination with the Director of Operations.
- Serves as backup server to the Lunch Attendant.
- Execute duties in accordance with school policies and procedures.
- Meet federal and state requirements for proper food handling, food storage, and sanitation.
- □orecast and plan menu in coordination with Director of Operations.
- Maintain service equipment.
- Maintain required records including, but not limited to, production records, vendor receipts, meal counts, and inventory.
- Accurately record meals in designated system.
- Attend mandatory and recommended trainings.
- Ensure adherence to Healthy Schools Act requirements.
- Adhere to safety requirements.

| | | | |
|---|---|---|---|
| *Shift Type* | **Full-Time** | *Salary Range* | |
| *Salary Code* | **Per Year** | *Job Category* | **Operations** |
| *External Job Application* | **Operations** | *Internal Job Application* | **Operations** |
| *Location* | **Amber Charter School East Harlem** | *Posting Status* | **Filled** |
| *Minimum Qualifications Screening* | **High School Diploma/GED** | | |

## Job Application Timeframes

| | | | |
|---|---|---|---|
| *Internal Start Date* | | *General Start Date* | **07/05/2017** |
| *Internal End Date* | | *General End Date* | |

## Job Pools

| *Pool Name* | *Quantity* | *Requisition ID* | *Requisition Title* |
|---|---|---|---|
| **Default** | **1** | | |

## Alternate Job Contact

| | | | |
|---|---|---|---|
| *Name* | | *Title* | |
| *Location* | | *Phone* | |
| *Email* | | | |

## References

| | | | |
|---|---|---|---|
| *Automatically Send Reference Check* | **No** | *Reference Check Form* | |

AMBER CHARTER SCHOOL

## **Position:** Principal

**Education:** Bachelor's Degree required. Master's Degree in related field required.

**Experience:** Five years full-time successful teaching experience. Two years of successful administration and supervision experience. Experience in charter schools preferred.

**Certification and License:** NYS Teacher certification. Administrative certification [SBL] preferred but not mandatory.

**Knowledge and Skills:** Knowledge and skilled in data management, especially student assessment data. High quality verbal and written communication skills. Knowledge of adult learning methods. Skilled in implementing change successfully. Ability to establish and maintain effective relationships with faculty, staff, peers and parents.

**Duties and Responsibilities:**

*Pursue the vision and execute the mission of the school.*

**Supervision**

- Supervise and observe all instructional practices in the school.
- Hire, evaluate, and terminate staff that report directly to the Principal.
- Provide leadership and direction to the staff and faculty.
- Supervise and observe all faculty and instructional leadership team members.
- Supervises all school activities and events.

**Curriculum**

- Determines all curricula to be delivered in the school.
- Ensures fidelity in the delivery of curricula and that it is of high quality.
- Conducts periodic audits of curricula.
- Creates and administers all instructional scheduling.
- Provides leadership and oversight of instructional and extra-curricular programs.
- Oversees Special Education programming.

**Assessment**

- Oversees assessment plans, calendar, delivery, data, and results.
- Oversees assessment accommodations.

- Reports to Board committees and city and state agencies assessment data.
- Systematically use formative assessment data to guide learning support and drive instruction, curriculum, and professional development.

**Professional Development**

- Coordinate and promote professional development plans and opportunities for staff and faculty.
- Oversee professional development annual plan, calendar, and delivery.
- Supervise and evaluate staff developers and outside professional development consultants.
- Oversee any action plans for staff improvement.

**School Culture**

- Communicates with students, teachers, parents, Board, and community members using a variety of mediums.
- Establishes a culture of mutual respect and excellence through dialogue and relationships with staff, administration, and community members.
- Ensures a safe environment for teaching and learning.
- Ensures the implementation of the "Amber Way" for students and adults.
- Establish and maintain external community partnerships.
- Collaborates with the Parent Association.

**Administration**

- Serves as liaison of the school to the Board of Trustees.
- Monitors assigned budget.
- Oversees inventory, purchase, and organization of curricula materials and supplies.
- Oversees building emergency plans and procedures.
- Interprets Board, SUNY CSI, NYC DOE, NYSED, and other government agency policies.
- Works closely with Executive Director to establish annual school-wide goals.
- Executes annual school-wide goals.
- Oversees student enrollment, attendance, and recruitment.
- Oversees meals and transportation for student population.
- Ensures that the principles of best practice and integrity guide all school operations.

**Reports to Executive Director.**

# Amber Charter School
# School Counselor (124)

## JOB POSTING

### Job Details

*Posting ID* **124**

*Title* **School Counselor**

*Description*

**About Amber**

Amber's mission is to provide our students an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in top middle schools and beyond.

Amber Charter School was founded in 2000 as the first Latino-led charter school in New York State. Amber Charter Schools, located in East Harlem and the Kingsbridge section of the Bronx, serve over 700 students in grades K-5.

Join a team devoted to positively impacting the lives of children and families every day. Come help build lifelong learners.

**Position** School Counselor

**Education:** Masters degree in School Counseling or related field

**Certification and License:** New York State School Counselor Certification

**Experience:** At least three years of experience working with children and families preferred. Bi-lingual a plus

**Duties and Responsibilities**

- Oversee the student counseling program
- Oversee and implement the school's Social Emotional Programming along
- Provide mandated school-based counseling as designated by student IEPs
- Provide at-risk counseling for students as needed
- acilitate conversations pertaining to student progress (academic and behavioral) and student goals and then set actionable steps for improvement.
- Observe students in a classroom setting and teach on an as needed basis.
- Coordinate individualized behavior plans with all members of Amber Charter School staff including the Dean of Students.
- Lead Professional Development Sessions for the Amber Charter School staff as needed.
- Chair Child Study Team meetings and assist in writing IEP goals for eligible students.
- ork with all teachers to ensure that they are in constant communication with parents.
- Help manage student crisis situations and follow up with appropriate agencies.
- Maintain accurate, confidential, detailed, and current individual student records.
- Ensure that Amber Charter School complies with all federal and state regulations in regards to counseling and mandatory reporting.
- Perform other duties as outlined by the Principal.

| | | | |
|---|---|---|---|
| *Shift Type* | **Full-Time** | *Salary Range* | |
| *Salary Code* | **Please see our Salary Schedule (www.uft.org)** | *Job Category* | **Instruction** |
| *External Job Application* | **Teaching Application - No Location Choice** | *Internal Job Application* | **Internal - Teaching** |
| *Location* | **Amber Charter School East Harlem** | *Posting Status* | **Filled** |
| *Minimum Qualifications Screening* | **Bachelors Degree** | | |

## Job Application Timeframes

| | | | |
|---|---|---|---|
| *Internal Start Date* | **08/08/2018** | *General Start Date* | **08/08/2018** |
| *Internal End Date* | | *General End Date* | |

## Job Pools

| *Pool Name* | *Quantity* | *Requisition ID* | *Requisition Title* |
|---|---|---|---|
| **Default** | **1** | | |

## Alternate Job Contact

| | | | |
|---|---|---|---|
| *Name* | | *Title* | |
| *Location* | | *Phone* | |
| *Email* | | | |

## References

| | | | |
|---|---|---|---|
| *Automatically Send Reference Check* | **No** | *Reference Check Form* | |

# Amber Charter School
# Special Education Teacher (48)

## JOB POSTING

### Job Details

| | |
|---|---|
| *Posting ID* | **48** |
| *Title* | **Special Education Teacher** |
| *Description* | Amber's mission is to provide our students an academically rigorous and well-rounded education, along with strong character development, that will enable them to succeed in top middle schools and beyond. |

Amber Charter School, the first Latino-led public charter school prepares K through 5 students for academic success in middle school. Founded in 2000, our first elementary school in East Harlem serves over 4 0 students. In September 2017, Amber Charter School II, a second elementary school, opened its doors in the Kingsbridge section of the Bronx.

Join a team devoted to positively impacting the lives of children and families every day. Come help build lifelong learners.

**Start Date:** 0 /201

**Education:** A bachelor's degree is required.

**Certification and License:** New York State Special Education certification is required.

**Experience:** Teaching experience required.

**Position Overview** The Amber Charter School Special Education Teacher understands and promotes the school's mission, vision, objectives, and policies both within and outside the immediate school community. The Special Education Teacher is responsible for providing a classroom/instructional program that supports the individual needs of all children in accordance with the school's mission and values established by the school.

**Duties and Responsibilities**
Responsibilities & duties (including, but not limited to)

**Instructional**

- Assume personal responsibility for the academic progress of identified students.
- Implement a coherent, research-based curriculum in consultation with Administration.
- Differentiate small group instruction for students with special needs.
- Prepare student individualized education plans in consultation with staff and families to ensure success for all students.
- ocus on improving and mastering academic goals as outlined in students' IEPs.
- Document all lesson plans, assignments, rubrics and other instructional materials and methods.
- Use consistent school-wide practices and a variety of individualized methods to engage students in the classroom.

**Student Assessment**

- Measure student achievement and progress towards learning objectives using the school's formative and summative assessment tools.
- Evaluate academic achievement through detailed data analysis of student performance on a wide variety of metrics.
- Provide ongoing and timely feedback to students on their progress towards meeting expectations and achieving goals.
- Complete all reports in a timely manner.
- Use student data to reflect on effectiveness of lessons and student achievement progress in order to improve instruction and personal practice.

**Learning Environment**

- Create, and manage a responsive learning environment that enables students to feel safe, to be creative, and to develop to their full potential.
- Establish, model, practice and reinforce age-appropriate rules and discipline using school approved procedures; create and consistently use individual behavioral management plans as needed.
- Implement classroom procedures, systems and routines that provide structure for students.
- Ensure smooth operation of all classroom instructional functions without exceptions.

| | | | |
|---|---|---|---|
| *Shift Type* | **Full-Time** | *Salary Range* | |
| *Salary Code* | **Please see our Salary Schedule (www.uft.org)** | *Job Category* | **Instruction** |
| *External Job Application* | **Specialist Application** | *Internal Job Application* | **Specialist Application** |
| *Location* | **Amber Charter School Kingsbridge** | *Posting Status* | **Filled** |
| *Minimum Qualifications Screening* | **Bachelors Degree** | | |

## Job Application Timeframes

| | | | |
|---|---|---|---|
| *Internal Start Date* | | *General Start Date* | **05/21/2018** |
| *Internal End Date* | | *General End Date* | |

## Job Pools

| *Pool Name* | *Quantity* | *Requisition ID* | *Requisition Title* |
|---|---|---|---|
| **Default** | **1** | | |

## Alternate Job Contact

| | | | |
|---|---|---|---|
| *Name* | | *Title* | |
| *Location* | | *Phone* | |
| *Email* | | | |

## References

| | | | |
|---|---|---|---|
| *Automatically Send Reference Check* | **No** | *Reference Check Form* | |

# Amber Charter School
## Staff Developer - ELA Coach (127)

## JOB POSTING

### Job Details

*Posting ID* **127**

*Title* **Staff Developer - ELA Coach**

*Description*

**About Amber Charter School:**
Amber Charter School, the first Latino-led public charter school prepares K through 5 students for academic success in middle school. Founded in 2000, our first elementary school in East Harlem serves over 400 students.

Amber's mission is to provide our students an academically rigorous and well-rounded education, along with strong character development, that will enable them to succeed in top middle schools and beyond. Amber Charter School Kingsbridge, located in the Kingsbridge section of the Bronx, opened its doors in September 2017.

Join a team devoted to positively impacting the lives of children and families every day. Come help build lifelong learners.

**Education:**
Bachelor's Degree**,** Master's Degree in the field of education preferred.

**Experience:**
Three years full-time successful teaching experience. Experience planning, developing, implementing, monitoring and evaluating professional development. Experience coaching teachers.

**Knowledge and Skills:**
Knowledge of adult learner characteristics and training principles practices and functions. Strong conceptual, analytical, consultative and facilitator skills. Knowledge of change management theory and practice, learning styles, team building, and group dynamics. Three years full-time successful teaching experience. Experience planning, developing, implementing, monitoring and evaluating professional development. Good communication skills. Ability to manage multiple projects effectively.

**Duties and Responsibilities:**
- Coordinate and monitor ELL program.
- Supervise student early arrival.
- Coordinate and supervise Saturday Academy.
- Coordinate and supervise Special Boot Camps.
- Support curriculum and instruction through informal classroom visits and teacher conferences to improve instruction and help teaching staff in their professional growth.
- Consult with teachers to assist them in building individual professional development plans.
- Review professional development plans to assure consistency with school and system-wide student performance goals and objectives.
- Develop clear, consistent process for planning and evaluating training on the basis of student performance.
- Coordinate training initiatives with the work of mentors and others providing direct support to classroom teachers.
- Review and interpret local school performance data including student test results formulating recommendations for staff training.
- Conduct demonstration lessons, observe teachers, co-teach lessons, prepare materials.
- Act as liaison with outside professional development consultants.
- Lead and/or participate in study groups.
- Assist in assessing students.
- Supervise playground recess ensuring the safety of the students and staff when needed.
- Participate in Board Education Committee.
- Participate in personal training and development activities to remain current with best practices in teaching and teacher training.

- Attend all meetings as required by Principal.
- Execute special assignments designated by Principal.

| | | | |
|---|---|---|---|
| *Shift Type* | **Full-Time** | *Salary Range* | |
| *Salary Code* | **Per Year** | *Job Category* | **Instruction Supervision** |
| *External Job Application* | **Instruction Supervision** | *Internal Job Application* | **Internal - Admin** |
| *Location* | **Amber Charter School East Harlem** | *Posting Status* | **Filled** |
| *Minimum Qualifications Screening* | **Bachelors Degree** | | |

## Job Application Timeframes

| | | | |
|---|---|---|---|
| *Internal Start Date* | **10/01/2018** | *General Start Date* | **10/01/2018** |
| *Internal End Date* | | *General End Date* | |

## Job Pools

| *Pool Name* | *Quantity* | *Requisition ID* | *Requisition Title* |
|---|---|---|---|
| **Default** | **1** | | |

## Alternate Job Contact

| | |
|---|---|
| *Name* | *Title* |
| *Location* | *Phone* |
| *Email* | |

## References

| | | | |
|---|---|---|---|
| *Automatically Send Reference Check* | **No** | *Reference Check Form* | |

# Amber Charter School
# Student Recruitment Coordinator (112)

## JOB POSTING

### Job Details

*Posting ID* **112**

*Title* **Student Recruitment Coordinator**

*Description*

**About Amber**
To provide our students an academically rigorous and well-rounded education, along with strong character development, that will enable them to prosper in top middle schools and beyond.

Amber Charter School was founded in 2000 as the first Latino-led charter school in New York State. Amber Charter I is located in East Harlem and serves over 400 students in grades K to 5. Amber Charter II, located in the Kingsbridge section of the Bronx, opened its doors in September 2017.

**Position Overview**
Amber Charter School's student recruitment coordinator manages the student recruitment, lottery and enrollment process for both school locations, East Harlem and Kingsbridge. The student recruitment is on-going from September through June, culminating with the admissions lottery in mid-April. Post lottery the focus turns to student enrollment and supporting our schools to reach target enrollment, as well as planning for the following student recruitment season. Under the guidance and direction of the Chief Communications Officer, the Student Recruiter will be responsible for attending student recruitment fairs, conduct community outreach to Daycares and Pre-schools, monitor student applications, respond to family inquiries, and support the Chief Communications Officer.

**Education**
Bachelor's Degree required or 1+ years of successful relevant experience with some college credits.

**Experience & Skills**
- At least one year of experience in a Student Recruitment role in a comparable organization is strongly preferred.
- Expertise and/or experience in working with students and families of diverse populations ;
- A demonstrated openness and responsiveness to constructive feedback and a strong commitment to continuous improvement and professional growth.
- Strong written and oral communication skills and experience working collaboratively in team settings.
- ***Ability to read and write in Spanish is required.***

**Responsibilities**

**Student Recruitment**
- Review, edit and implement marketing plan
- Edit application form (one page) and online SchoolMint application
- Post applications form and online link on website
- Prepare and send out marketing packets and materials
- Acquire information on circulars, bus shelters, and new ideas
- Conduct outreach out to daycares and family centers
- Set presentation dates at day cares, head starts, churches
- Plan, prepare for, and conduct Open Houses
- Collect attendance numbers and contact information from Open Houses
- Plan monitoring of student application numbers
- Attend fairs for student applications

**Student Enrollment**
- Plan and conduct lottery process
- Prepare student enrollment paperwork (parent handbook, presentation, HLS, etc.)
- Plan student enrollment process, i.e. orientation and bi-weekly meetings with DOO's, etc.
- Set student enrollment dates
- Gather student enrollment information
- Plan and conduct student enrollment and assessment

- Create post enrollment parent engagement plans-December/January
- Arrange (dates & times) and conduct family engagement plans
- Monitor student enrollment numbers

**Community Building**

- Identify key community leaders
- Set schedule for community meetings
- Develop list of potential partners for services we want to meet (auditoriums/swimming/mental health/arts)
- Confirm potential partners and draft MOU
- Develop google folder of resource partners

***The standard work schedule for this position 9am-5pm, Monday thru Friday. Candidate must be available to work on occasional Evenings and Saturdays for recruitment events.***

| | | | |
|---|---|---|---|
| *Shift Type* | **Full-Time** | *Salary Range* | |
| *Salary Code* | **Per Year** | *Job Category* | **Operations** |
| *External Job Application* | **Operations** | *Internal Job Application* | **Operations** |
| *Location* | **Amber Charter Schools** | *Posting Status* | **Filled** |
| *Minimum Qualifications Screening* | **High School Diploma/GED** | | |

## Job Application Timeframes

| | | | |
|---|---|---|---|
| *Internal Start Date* | | *General Start Date* | **02/26/2018** |
| *Internal End Date* | | *General End Date* | |

## Job Pools

| *Pool Name* | *Quantity* | *Requisition ID* | *Requisition Title* |
|---|---|---|---|
| **Default** | **2** | | |

## Alternate Job Contact

| | | | |
|---|---|---|---|
| *Name* | | *Title* | |
| *Location* | | *Phone* | |
| *Email* | | | |

## References

| | | | |
|---|---|---|---|
| *Automatically Send Reference Check* | **No** | *Reference Check Form* | |