

YEAR 1 BUDGET AND ASSUMPTION		AMBER CHARTER SCHOOL III						DESCRIPTION OF ASSUMPTIONS	
		PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE							
Total Revenue		8,380,609	40,623	-	-	-	8,421,232	*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.	
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 <i>(FIRST YEAR OF CHARTER)</i>			AMBER CHARTER SCHOOL III PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2020 - JUNE 30, 2021												
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	703,635	703,635	684,655	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
			JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE			* Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."												
REVENUES FROM STATE SOURCES															
Per Pupil Revenue	Basic Tuition (2018-19)														
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

ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions

[illegible]

	INSTRUCTIONAL PERSONNEL COSTS	NON-INSTRUCTIONAL PERSONNEL COSTS	EQUIPMENT COSTS	MATERIALS COSTS	OTHER COSTS	TOTAL COSTS
Instructional Personnel Costs	\$100,000					\$100,000
Non-Instructional Personnel Costs		\$50,000				\$50,000
Equipment Costs			\$20,000			\$20,000
Materials Costs				\$10,000		\$10,000
Other Costs					\$5,000	\$5,000
Total Costs	\$100,000	\$50,000	\$20,000	\$10,000	\$5,000	\$185,000

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NON-INSTRUCTIONAL PERSONNEL COSTS	
Administrative	100
Library	100
Student Services	100
Physical Plant	100
Other	100
Total	500

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PAYROLL TAXES AND BENEFITS

[illegible][illegible][illegible]

CONTRACTED SERVICES	
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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	31,136	
Special Ed Supplies & Materials	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	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	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	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	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	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	54,408	
Staff Recruitment	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	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	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	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	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	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	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	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	29,807	
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	
Security	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	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	1,311,142	
DEPRECIATION & AMORTIZATION													
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-	-	
	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	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					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2020-21 THROUGH 2024-25					*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 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25	
		Per Pupil Revenue Percentage Increase					
		1.5%	1.5%	1.5%	1.5%	1.5%	
REVENUE							
REVENUES FROM STATE SOURCES							
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
Other			1,034,285	1,608,830	2,157,521	2,475,069	2,583,346
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
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 / CONTINGENCY					
	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

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

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Amber Charter School Board Chair

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Nick Rudenstine

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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 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 Operations	Principal begins work	P
8/19	12/19	Operations	Execute Director of Operations search	P
10/19	1/20	Instruction 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

SUNY CSI Application for Amber Charter School III
R-22 - Action Plan

		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 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 Operations	Teacher interviews and demonstration lessons 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 5 th /6 th 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 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 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 Operations	Assistant Principal, Dean of Students and Operations Associates begin work	P/DO

SUNY CSI Application for Amber Charter School III
R-22 - Action Plan

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	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6	UNIT 7	UNIT 8	UNIT 9
	Rigid Transformations and Congruence	Dilations, Similarity, and Introducing Slope	Linear Relationships	Linear Equations and Linear Systems	Functions and Volume	Associations in Data	Exponents and Scientific Notation	Pythagorean Theorem and Irrational Numbers	Putting It All Together <i>(Optional)</i>
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

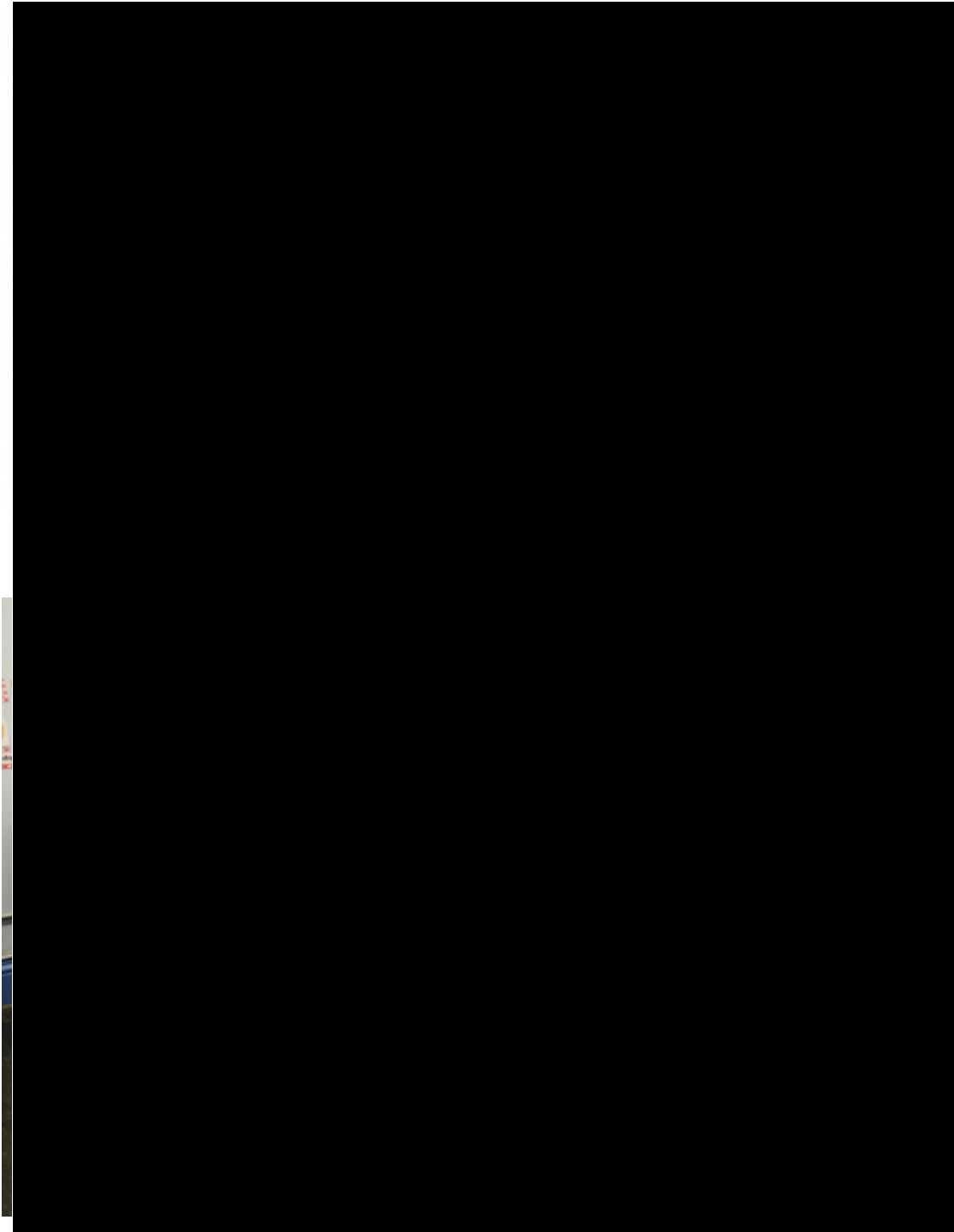
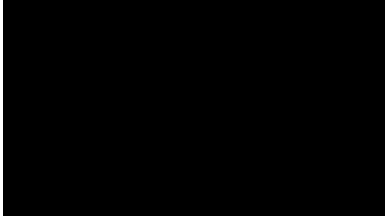


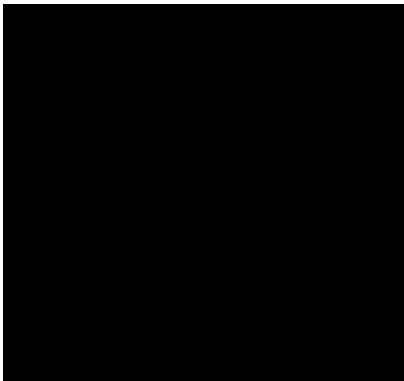
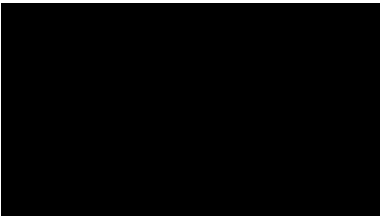
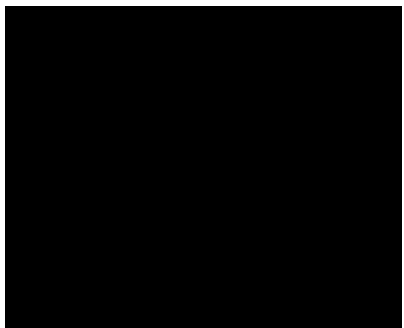
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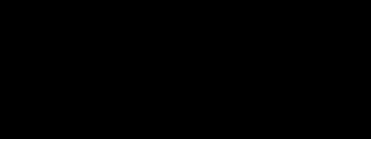
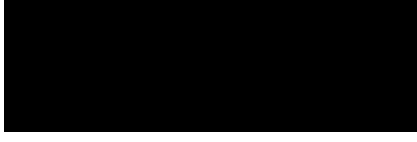
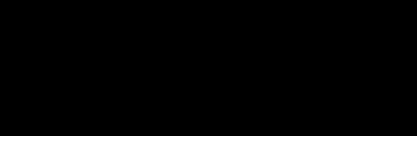
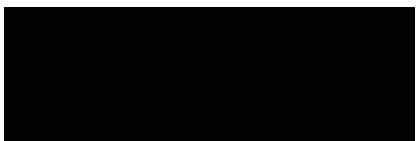
1. Contacts

A. Board of Trustees List

Board Member	Position w/Board	Board Member	Position w/Board
Soledad Hiciano Community Association of Progressive Dominicans Executive Director 	Chairman (2015) Term Without Limit	Ann Wiener 	Vice Chairman (2015) Term Expires (Sept. 2020)
John Gutierrez Assistant Professor 	Secretary (2015) Term Expires (Sept. 2017)	Frank Aldridge 	Treasurer (2012) Term Expires (Sept. 2020)
Vasthi Acosta Executive Director Amber Charter School 220 East 106 th Street New York, NY 10029 	Ex-Officio Member (2008) Term Without Limit	Amador Centeno Vice President of Facilities Management, Operations & Planning and Vice Dean for Student Affairs 	Member (2015) Term Expires (Dec. 2018)

Elena Goldberg Velazquez 	Member (2016) Term Expires (Jan. 2019)	Beatriz Gonzalez 	Member (2015) Term Expires (Dec. 2018)
Anthony Harris Project Architect 	Member (2016) Term Expires (Jan. 2019)	Jenna Pantel Attorney 	Member (2012) Term Expires (Dec. 2018)
Brian Quillin Teacher Amber Charter School 3120 Corlear Ave Bronx, NY 10463 	Member (2017) (Bylaws, Teacher Rep.) Term Without Limit	Michael T. Stolper, Esq. Attorney at Law 	General Counsel to the Board Non-Active Board Member

B. Senior Management

Senior Management	Position	Senior Management	Position
Vasthi Acosta Amber Charter School 3120 Corlear Avenue Bronx, NY 10463 	Executive Director (Ex-Officio)	Heidi Hamilton Amber Charter School 220 East 106 th Street New York, NY 10029 	Chief Operating Officer General Counsel
Sashemani Elliott Amber Charter School 220 East 106 th Street New York, NY 10029 	Principal	Veronica Almedina Amber Charter School 3120 Corlear Avenue Bronx, NY 10463 	Assistant Principal
Kirsys Gomez Amber Charter School 3120 Corlear Avenue Bronx, NY 10463 	Human Resources/Finance Officer	Christine Ganey Amber Charter School 220 East 106 th Street New York, NY 10029 	Chief Communications Officer
Valentina Rubio Dumornay Amber Charter School 3120 Corlear Avenue Bronx, NY 10463 	Executive Assistant		

1. Organizational Information.

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:

Achievement,

com**M**unity,
responsi**B**ility,
hon**E**sty 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: **Achievement, comMunity, responsiBility, honEsty and Respect.**
 - **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 5th 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 106th 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.



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

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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!

A handwritten signature in cursive script, reading "Vasthi R. Acosta". The ink is dark and the signature is fluid, with a large, stylized 'V' at the beginning.

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:

- o Achievement – Striving towards excellence in all we do.
- o Community – Serving the community who supports us.
- o Responsibility –Being accountable for our actions and thoughts.
- o Honesty – Making truth an important part of our lives.
- o 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.

	K	1 st	2 nd	3 rd	4 th	5 th
Picked Up	Parent pick up in classroom	Parent pick up in Multipurpose Room	Parent Pickup in Homeroom			
Walk Alone	N/A			Picked up by staff member & escorted outside		
Bus Student	Picked up by staff member & escorted outside					
Amber Afterschool	Picked up by staff member & taken to proper afterschool room					
Outside Afterschool	Picked up by staff member & taken to Library					

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 at 7:50 am.
- 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 • Navy blue skirt • Long sleeved light blue oxford buttoned down shirt/blouse with Amber logo embroidered on left hand side • Navy blue sweater with Amber logo embroidered on the left hand side • Navy blue or black socks • Navy blue or black shoes; sneakers • Navy blue tie Gym Uniform: • Short sleeve light blue t-shirt with Amber logo silk screened on the left hand side • Navy sweatpants	• Navy blue shorts/skirt/skort • Navy blue long pants • Short sleeved light blue oxford buttoned down shirt/blouse with Amber logo embroidered on left hand side • Navy blue or black socks • Navy blue or black shoes/sneakers • Navy blue tie Gym Uniform: • Short sleeve light blue t-shirt with Amber logo silk screened on left hand side • 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 - Stomach Ache - Headache - Dizzy spell - Lice	- Asthma attack - Allergic Reactions - Student Faints - Student Falls - Bleeding - 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		
1 st Grade	Half Fare			
2 nd Grade:	Half Fare			
3 rd Grade:	Not Eligible	Half Fare	School Bus or Full Fare	
4 th Grade:	Not Eligible	Half Fare		
5 th 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 a replacement.

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: [REDACTED]
- ✓ 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 and returned.

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 school year;
- 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 and email;
2. Preparing and translating parent involvement announcements and pamphlets;
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 plagiarism;
- 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 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 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 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 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.

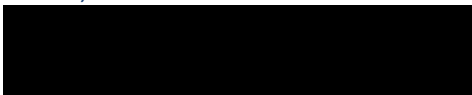
Complaints other than those alleging a violation of the provisions of Article 56 of the education law, the School's charter, or any other provision of law may be directed, in writing, to the Principal who will respond to them within ten (10) business days.

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



Veronica Almedina, Kingsbridge Principal
3120 Corlear Avenue
Bronx, NY 10463



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
Parent Response: ☐ Accepted ☐ Declined

Date Parent Informed: _____
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 Act¹. 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 offensive materials.
5. Engaging in Cyber-Bullying 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.gov² and/or CommonSenseMedia.org³ 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

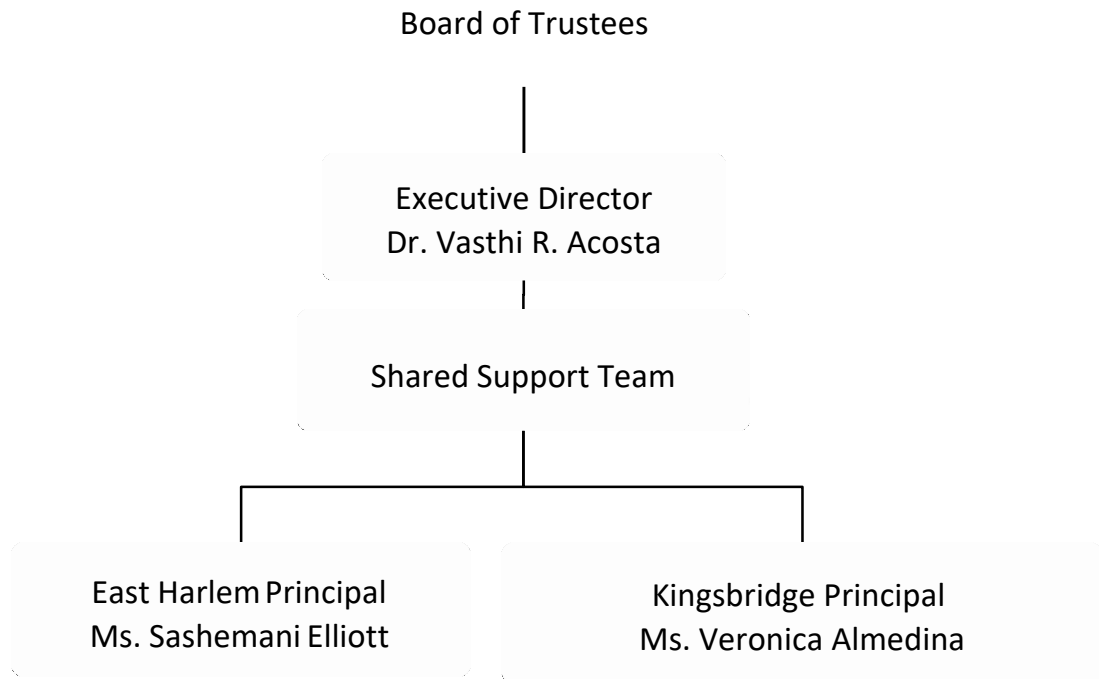
Students are discouraged from bringing cell phones and Personal Digital Assistants (PDAs) to school. Teachers are authorized to create a usage policy for their individual classrooms to ensure the optimum atmosphere for learning. Accordingly, Students may be asked to turn in cell phones and PDAs for safe 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.

²Common 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>

³OnGuardOnline.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

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SCOPE AND SEQUENCE

GRADES K–6

JOURNEYS

SCOPE AND SEQUENCE

GRADES K–6

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Week	Selections	Concepts of Print	Phonological Awareness	Letter Names	ELD - Language Workshop Lessons
1	Listen to Rhymes Jack and Jill "One, Two, Three, Four, Five" "Pease Porridge Hot" "Colors" "To Market, To Market"	Concepts of Print Recognize Names Distinguish Letters, Numbers Book Handling Environmental Print	Phonological Awareness Rhyming Words Blend Syllables	Letter Names Letters: <i>Aa, Bb, Cc, Dd, Ee</i>	Language Skills and Strategies Collaborate: Ask and Answer <i>wh</i> - Questions Interpret: Analyze Language Choices Produce: Write a Recount How English Works: Expand Sentences with Prepositions Vocabulary Network: Words about Letters
2	Listen to Rhymes "I Went Upstairs" "Mix a Pancake" "Sing a Song of Sixpence" "Little Arabella Stiller" Listen to Songs "Quack! Quack! Quack!"	Concepts of Print Book Handling Distinguish Letters, Numbers Environmental Print Recognize First and Last Names	Phonological Awareness Rhyming Words Blend and Segment Syllables	Letter Names Letters: <i>Ff, Gg, Hh, Ii, Jj</i>	Language Skills and Strategies Collaborate: Offer Opinions Using Open Responses Interpret: Analyze Language Choices Produce: Plan a Presentation How English Works: Expand Noun Phrases to Add Details 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 Building with Dad Genre: Realistic Fiction Big Book What Makes a Family? Genre: Informational Text Paired Selections "Frère Jacques" "Everybody Says" "Tortillas for Mommy" "My Little Sister" Genre: for "Frère Jacques" Poetry and Lullaby Genre: for Remaining Paired Selections Poetry	Target Skill Main Ideas Target Strategy Summarize Supporting Skills Genre	Phonological Awareness Rhyming Words Single Sounds Letter Names Letters <i>Kk, Ll, Mm, Nn, Oo</i> Student Book See What We Can Do We Can Make It	Concepts of Print Directionality: Left to Right Book Parts Words to Know (High-Frequency Words) Fluency Read with Expression	Enrich Vocabulary Talk About Families	Oral Vocabulary <i>cranes, crew, gleaming, mechanic, outlining, solid</i> Selection Vocabulary <i>celebrate, family, memories, include</i> Domain-Specific Vocabulary <i>parent, sibling, ancestor, relation</i> Vocabulary Strategy Classify and Categorize Family Words	Grammar Skill Nouns How English Works Connecting Ideas	Language Skills and Strategies Collaborate: Ask and Answer Questions Interpret: Text Elements: Character Produce: Recount Experiences How English Works: Identify and Use Common Nouns Vocabulary Network: Words about Family	Writing Mode Narrative Writing Writing Form Names Focus Trait 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 Friends at School Genre: Informational Text Big Book How Do Dinosaurs Go to School? Genre: Fantasy Paired Selection “My School Bus” Genre: Informational Text	Target Skill Understanding Characters Target Strategy Infer/Predict Supporting Skills Author’s Purpose	Phonemic Awareness Beginning Sounds Letter Names Letters <i>Pp, Qq, Rr, Ss, Tt</i> Student Book We Go to School I Like	Concepts of Print Directionality: Follow Words Left to Right, Top to Bottom Book Handling Words to Know (High-Frequency Words) <i>like</i> Fluency Pause for Punctuation	Enrich Vocabulary Talk About School	Oral Vocabulary <i>busy, company, container, job, scoop, tortoises</i> Selection Vocabulary <i>bullying, tidies, fidget, interrupt</i> Domain-Specific Vocabulary <i>behave, member, respect, community</i> Vocabulary Strategy Antonyms	Grammar Skill Nouns for Places How English Works Verb Types (being)	Language Skills and Strategies Collaborate: Ask and Answer <i>wh-</i> Questions Interpret: Ask and Answer Questions Produce: Plan a Presentation How English Works: Identify and Use Proper Nouns Vocabulary Network: Words about School	Writing Mode Narrative Writing Writing Form Labels Focus Trait Elaboration
3	Read Aloud Book I Have a Pet! Genre: Realistic Fiction Big Book Please, Puppy, Please Genre: Realistic Fiction Paired Selection “Different Kinds of Dogs” Genre: Informational Text	Target Skill Story Structure Target Strategy Monitor/Clarify Supporting Skills Conclusions	Phonological Awareness Beginning Sounds Words in Oral Sentences Letter Names Letters <i>Uu, Vv, Ww, Xx, Yy, Zz</i> Student Book Baby Bear’s Family The Party	Concepts of Print Letters and Words: First, Last Letters; Distinguish Letters from Words The Alphabet Words to Know (High-Frequency Words) <i>the</i> Fluency Reading Rate	Enrich Vocabulary Talk About Pets	Oral Vocabulary <i>cooperate, curious, interesting, slimy, smooth, vet</i> Selection Vocabulary <i>fetch, inside, outside, please</i> Domain-Specific Vocabulary <i>responsibility, groom, train, nurture</i> Vocabulary Strategy Synonyms	Grammar Skill Nouns for Animals and Things How English Works Verb Types (doing)	Language Skills and Strategies Collaborate: Agree and Disagree Interpret: Text Elements: Events Produce: Share a Story How English Works: Link Events Together Vocabulary Network: Words about Caring for Pets	Writing Mode Narrative Writing Writing Form Captions Focus Trait 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 Pizza at Sally's Genre: Realistic Fiction	Target Skill Text and Graphic Features	Phonological Awareness Beginning Sounds Words in Oral Sentences	Concepts of Print Spaces Between Words Environmental Print	Speaking and Listening Talk About Jobs	Oral Vocabulary <i>customers, dough, famous, perfect, sprinkled, stretchy</i>	Grammar Skill Action Verbs in the Present Tense	Language Skills and Strategies Collaborate: Give Instructions Interpret: Language Choices Produce: Use Technology; Give Presentations; Add Details How English Works: Use Connecting Words Vocabulary Network: Words about Work People Do	Writing Mode Narrative Writing Writing Form Story Sentences Focus Trait Development
	Big Book Everybody Works Genre: Informational Text Paired Selections "The Elves and the Shoemaker" Genre: Fairy Tale "The Lion and the Mouse" Genre: Fable	Target Strategy Analyze/Evaluate Supporting Skills Genre	Phonics Letters <i>Mm</i> Student Book <i>Mm</i> <i>I Like Mm</i>	Words to Know (High-Frequency Words) <i>and</i> Fluency Pause for Punctuation		Selection Vocabulary <i>creating, delivering, hobby, protecting</i> Domain-Specific Vocabulary <i>volunteer, worker, job, goods, services</i> Vocabulary Strategy Classify and Categorize Words for Jobs Enrich Vocabulary Words with Endings <i>-ed, -ing</i>			
5	Read Aloud Book The Little Red Hen Genre: Folktale, Fable	Target Skill Details	Phonological Awareness Beginning Sounds Words in Oral Sentences	Concepts of Print Capitalization: First Word in a Sentence Punctuation: Period, Question Mark	Speaking and Listening Discuss Tools, Ask a Question About Tools, Discuss Answers	Oral Vocabulary <i>admired, delicious, delight, doubt, fable, sigh</i>	Grammar Skill Action Verbs in the Present Tense	Language Skills and Strategies Collaborate: Offer Opinions and Ideas Interpret: Analyze Word Choices Produce: Write a Drama How English Works: Use Connecting Words Vocabulary Network: Words about Helping	Writing Mode Narrative Writing Writing Form Class Story Focus Trait Development Research/Media Literacy Research a Tool
	Big Book The Handiest Things in the World Genre: Informational Text Paired Selection Stone Soup Genre: Folktale	Target Strategy Question Supporting Skills Cause and Effect	Phonics Letters <i>Ss</i> Review <i>m, s</i> Student Book <i>Ss</i> <i>I Like Ss</i>	Words to Know (High-Frequency Words) Review: <i>I, like, the, and</i> Fluency Pause for Punctuation		Selection Vocabulary <i>appears, future, handy, stray</i> Domain-Specific Vocabulary <i>invention, utensil, aid, purpose</i> Vocabulary Strategy Synonyms Enrich Vocabulary Asking Questions			

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 Listen, Listen Genre: Informational Text Big Book My Five Senses Genre: Informational Text Paired Selections "Picnic Day" "Here Are My Eyes" "The Storm" "Five Wonderful Senses" Genre: Poetry	Target Skill Compare and Contrast Target Strategy Monitor/Clarify Supporting Skills Text and Graphic Features	Phonological Awareness Blend Onset and Rime Phonics Letters Aa (Short a) Vowels and Consonants Student Book Aa I See	Concepts of Print Book Parts Reading a Chart Words to Know (High-Frequency Words) see Fluency Pause for Punctuation	Speaking and Listening Discuss Daily Activities	Oral Vocabulary <i>drift, ripen, scurry, sizzle, whisper, whistle</i> Selection Vocabulary <i>aware, senses, sight, touch</i> Domain-Specific Vocabulary <i>vision, sound, flavor, texture, scent</i> Vocabulary Strategy Context Clues Enrich Vocabulary Sentences with Opposites	Grammar Skill Sensory Words How English Works Text Structure	Language Skills and Strategies Collaborate: Offer Opinions and Ideas Interpret: Analyze Word Choice Produce: Plan a Presentation How English Works: Use Conjunctions Vocabulary Network: Words about the World	Writing Mode Informative Writing Writing Form Descriptive Sentences Focus Trait Purpose
7	Read Aloud Book Amelia's Show-and-Tell Fiesta Genre: Realistic Fiction Big Book Mice Squeak, We Speak Genre: Realistic Fiction Paired Selection "The Fort Worth Zoo" Genre: Informational Text	Target Skill Understanding Characters Target Strategy Analyze/Evaluate Supporting Skills Author's Word Choice	Phonological Awareness Blend Onset and Rime Segment Onset and Rime Phonics Letters Tt Short a, Long a Student Book Tt We Like Toys	Concepts of Print Punctuation: Period, Question Mark, Exclamation Point Words to Know (High-Frequency Words) we Fluency Read with Expression	Speaking and Listening Have a Conversation	Oral Vocabulary <i>foolish, trowns, ruffled, special, treasures, tropical</i> Selection Vocabulary <i>chatter, coo, snore, squawk</i> Domain-Specific Vocabulary <i>communicate, respond, language, conversation</i> Vocabulary Strategy Classify and Categorize Sensory Words Enrich Vocabulary Words for Sounds	Grammar Skill Sensory Words How English Works Noun Phrases	Language Skills and Strategies Collaborate: Offer Opinions and Ideas Interpret: Analyze Text Elements: Character Produce: Write an Explanation How English Works: Identify and Use Connecting Words Vocabulary Network: Words about Language	Writing Mode Informative Writing Writing Form Descriptive Sentences Focus Trait Conventions
8	Read Aloud Book Jonathan and His Mommy Genre: Realistic Fiction Big Book Move! Genre: Informational Text Paired Selection "The Hare and the Tortoise" Genre: Fable	Target Skill Details Target Strategy Visualize Supporting Skills Compare and Contrast	Phonological Awareness Blend Onset and Rime Segment Onset and Rime Phonics Letters Cc (/k/) Student Book Cc I Can See	Concepts of Print Spaces Between Words Directionality Words to Know (High-Frequency Words) a Fluency Read with Expression	Speaking and Listening Discuss Animals, Research and Share	Oral Vocabulary <i>backward, beat, leap, strange, wiggle, zigzag</i> Selection Vocabulary <i>colony, rustling, slithers, startled</i> Domain-Specific Vocabulary <i>dive, swim, climb, fly</i> Vocabulary Strategy Classify and Categorize Action Words Enrich Vocabulary Movement Words	Grammar Skill Adjectives for Color How English Works Text Structure	Language Skills and Strategies Collaborate: Express Likes and Dislikes Interpret: Ask and Answer Questions Produce: Give a Speech How English Works: Expand Noun Phrases Vocabulary Network: Words about Animal Movements	Writing Mode Informative Writing Writing Form Captions Focus Trait Purpose Research/Media Literacy Research an Animal

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 Good Morning, Digger Genre: Realistic Fiction Big Book What Do Wheels Do All Day? Genre: Informational Text Paired Selection “Wheels Long Ago and Today” Genre: Informational Text	Target Skill Text and Graphic Features Target Strategy Question Supporting Skills Conclusions	Phonological Awareness Blend Phonemes Phonics Letters <i>Pp</i> Student Book <i>Pp</i> I Like Animals	Concepts of Print Letters in Words Words to Know (High-Frequency Words) <i>to</i> Fluency Reading Rate	Speaking and Listening Ask Questions, Research, Share	Oral Vocabulary <i>early, weeds, community, cement, vacant, welding</i> Selection Vocabulary <i>sputter, travelers, twirl, patrol</i> Domain-Specific Vocabulary <i>push, pull, roll, spin</i> Vocabulary Strategy Synonyms Enrich Vocabulary Talk About Vehicles	Grammar Skill Adjectives for Numbers How English Works Connecting Ideas	Language Skills and Strategies Collaborate: Offer Opinions and Ideas Interpret: Text Elements: Describe Character Produce: Write a Story How English Works: Identify and Use Verbs Vocabulary Network: Words about Wheels	Writing Mode Informative Writing Writing Form Description Focus Trait Elaboration Research/Media Literacy Answer Questions About Vehicles
10	Read Aloud Book David’s Drawings Genre: Realistic Fiction Big Book Mouse Shapes Genre: Fiction Paired Selection “Signs and Shapes” Genre: Informational Text	Target Skill Story Structure Target Strategy Summarize Supporting Skills Understanding Characters	Phonological Awareness Blend Phonemes Phonics Review Letters <i>Aa</i> (Short <i>a</i>), <i>Tt</i>, <i>Cc</i> (/k/), <i>Pp</i> Student Book <i>Mmmm</i>, Good! The Playground	Concepts of Print Capitalization: First Letter of a Sentence Spaces Between Words Words to Know (High-Frequency Words) Review: <i>see, we, a, to</i> Fluency Read with Expression	Speaking and Listening Talk About Characters	Oral Vocabulary <i>add, fluffy, fresh, grinned, moment, shyly</i> Selection Vocabulary <i>hurry, pounced, sneaky, tricky</i> Domain-Specific Vocabulary <i>rectangle, triangle, diamond, circle, oval, square</i> Vocabulary Strategy Classify and Categorize Shape Words Enrich Vocabulary Words with Suffixes <i>-ly, -ful</i>	Grammar Skill Adjectives for Size and Shape How English Works Prepositional Phrases	Language Skills and Strategies Collaborate: Offer Opinions and Ideas Interpret: Language Choices Produce: Plan a Presentation How English Works: Identify Prepositions Vocabulary Network: Words about Shapes	Writing Mode Informative Writing Writing Form Description Focus Trait 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 Every Season Genre: Informational Text	Target Skill Compare and Contrast	Phonemic Awareness Blend Phonemes Final Sound	Concepts of Print Letters in Words Spaces Between Words	Speaking and Listening Talk About the Weather	Oral Vocabulary <i>bloom, peck, scatter, speckled, store, tracks</i>	Grammar Skill Sentence Parts: Subject How English Works Text Cohesion	Language Skills and Strategies Collaborate: Listen and Respond with Gestures and Words Interpret: Distinguish Effects of Word Choice Produce: Write an Exposition How English Works: Identify and Use Conjunctions Vocabulary Network: Words about Seasons	Writing Mode Narrative Writing Writing Form Story Sentences Focus Trait Elaboration Research/Media Literacy Chart the Weather
	Big Book Jump into January Genre: Informational Text	Target Strategy Question	Phonics Review Letters <i>Aa</i> (Short <i>a</i>) Words with <i>a</i> (Short <i>a</i>) Blending Words Word Building	Words to Know (High-Frequency Words) <i>come, me</i>		Selection Vocabulary <i>glistens, jive, local, orchard</i>			
	Paired Selection “Holidays All Year Long” Genre: Informational Text	Supporting Skills Text and Graphic Features	Student Book Pat Cat, Sam Cat Pam Cat	Fluency Pause for Punctuation		Domain-Specific Vocabulary <i>wind, weather, season, evaporate, air</i>			
12	Read Aloud Book Storm Is Coming! Genre: Fantasy	Target Skill Conclusions	Phonemic Awareness Blend Phonemes Final Sound	Concepts of Print Letters and Words Spaces Between Words	Speaking and Listening Compare Texts	Oral Vocabulary <i>guard, huddle, nodded, pasture, silent, stampede</i>	Grammar Skill Sentence Parts: Verb How English Works Verb Tenses	Language Skills and Strategies Collaborate: Ask for Assistance or Permission Interpret: Distinguish Effects of Word Choice Produce: Plan a Presentation How English Works: Identify and Use Verbs Vocabulary Network: Words about Weather	Writing Mode Narrative Writing Writing Form Story Sentences Focus Trait Development
	Big Book Snow Genre: Fantasy	Target Strategy Monitor/Clarify	Phonics Letters <i>Nn</i> Words with <i>n</i> Blending Words Word Building	Words to Know (High-Frequency Words) <i>with, my</i>		Selection Vocabulary <i>drifted, gathering, swirled, wisely</i>			
	Paired Selection “How Water Changes” Genre: Informational Text	Supporting Skills Understanding Characters	Student Book I Can Nap Tap with Me	Fluency Read with Expression		Domain-Specific Vocabulary <i>hibernate, adapt, temperature, melt</i>			
13	Read Aloud Book A Zebra’s World Genre: Informational Text	Target Skill Author’s Purpose	Phonemic Awareness Blend Phonemes Final Sound	Concepts of Print Directionality High-Frequency Word Hunt	Speaking and Listening Discuss Animals, Present	Oral Vocabulary <i>daily, herd, muscles, pattern, several, usually</i>	Grammar Skill Complete Sentences: Capitalization and Punctuation How English Works Prepositional Phrases	Language Skills and Strategies Collaborate: Listen and Respond Using Gestures, Words, and Phrases Interpret: Analyze Text Elements: Sequence Produce: Write a Retelling How English Works: Connect Ideas Vocabulary Network: Words about Animal Bodies	Writing Mode Narrative Writing Writing Form Story Sentences Focus Trait Development Research/Media Literacy Animal Fun Facts
	Big Book What Do You Do With a Tail Like This? Genre: Informational Text	Target Strategy Visualize	Phonics Letters <i>Ff</i> Words with <i>f</i> Blending Words Word Building	Words to Know (High-Frequency Words) <i>you, what</i>		Selection Vocabulary <i>belongs, capture, nasty, sensitive</i>			
	Paired Selections “Wings” “Dragonfly” “Tails” “On Our Way” Genre: Poetry	Supporting Skills Text and Graphic Features	Student Book Cam, Pam, Fan, and Mac Fat Cat	Fluency Reading Rate		Domain-Specific Vocabulary <i>insect, mammal, fish, reptile, bird</i>			
						Vocabulary Strategy Context Clues			
						Enrich Vocabulary Words with Prefixes <i>un-</i> , <i>re-</i>			

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 Home for a Tiger, Home for a Bear Genre: Informational Text	Target Skill Cause and Effect	Phonemic Awareness Blend Phonemes Isolate Middle Sound	Concepts of Print High-Frequency Word Hunt	Speaking and Listening Discuss Animal Habitats, Research, Share	Oral Vocabulary <i>burrow, desert, lodge, patient, shade, soaring</i>	Grammar Skill Verbs in the the Past Tense	Language Skills and Strategies Collaborate: Express Feelings or Needs	Writing Mode Narrative Writing
	Big Book Turtle Splash! Genre: Informational Text	Target Strategy Infer/Predict	Phonics Letters <i>Bb</i> Words with <i>b</i> Blending Words Word Building	Words to Know (High-Frequency Words) <i>are, now</i>		Selection Vocabulary <i>idle, lounging, scampers, timid</i>	How English Works Noun Phrases	Interpret: Ask and Answer Questions to Show Active Listening	Writing Form Story
	Paired Selection “Where Animals Live” Genre: Informational Text	Supporting Skills Author’s Purpose	Student Book What Now? Bab at Bat	Fluency Read with Expression		Domain-Specific Vocabulary <i>habitat, environment, woodland, grassland, wetland</i>		Produce: Plan a Presentation	Focus Trait Organization
						Vocabulary Strategy Classify and Categorize Number Words		How English Works: Recognize Present-Tense Verbs	Research/Media Literacy Research an Animal Habitat
15	Read Aloud Book How Many Stars in the Sky? Genre: Realistic Fiction	Target Skill Sequence of Events	Phonemic Awareness Blend Phonemes Isolate Middle Sound	Concepts of Print Letters, Words, and Sentences	Speaking and Listening Talk About the Night Sky	Oral Vocabulary <i>dazzling, distance, gazing, leaned, planet, tunnel</i>	Grammar Skill Statements	Language Skills and Strategies Collaborate: Ask and Answer Yes-No Questions	Writing Mode Narrative Writing
	Big Book What a Beautiful Sky! Genre: Informational Text	Target Strategy Analyze/Evaluate	Phonics Review Letters <i>Aa</i> (Short <i>a</i>), <i>Nn</i> , <i>Ff</i> , <i>Bb</i> Words with <i>a</i> (Short <i>a</i>), <i>n</i> , <i>f</i> , <i>b</i> Blending Review Word Building	Words to Know (High-Frequency Words) Review: <i>come, me, with, my, you, what, are, now</i>		Selection Vocabulary <i>fireball, thinner, beautiful, misty</i>	How English Works Text Cohesion	Interpret: Describe Text Elements: Character	Writing Form Story
	Paired Selection “What Will the Weather Be Like?” Genre: Informational Text	Supporting Skills Author’s Word Choice	Student Book Mac and Pam Cat Come with Me	Fluency Pause for Punctuation		Domain-Specific Vocabulary <i>star, sun, moon, galaxy</i>		Produce: Write a Procedure	Focus Trait Organization
						Vocabulary Strategy Figurative Language: Simile		How English Works: Recognize and Use Adjectives	
						Enrich Vocabulary Words with Endings <i>-ed, -ing</i>		Vocabulary Network: Words about Things in the Sky	

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 Dear Mr. Blueberry Genre: Fantasy	Target Skill Details	Phonemic Awareness Blend Phonemes Isolate Middle Sound	Concepts of Print High-Frequency Word Hunt	Speaking and Listening Share Ideas About Science	Oral Vocabulary <i>information, perhaps, pleased, pond, spurt, travel</i>	Grammar Skill Questions	Language Skills and Strategies Collaborate: Apologize	Writing Mode Opinion Writing
	Big Book What Is Science? Genre: Poetry	Target Strategy Summarize	Phonics Letters <i>ii</i> Words with <i>i</i> (Short <i>i</i>) Blending Words Long <i>i</i> , Short <i>i</i>	Words to Know (High-Frequency Words) <i>is, how, of, so many, where</i>		Selection Vocabulary <i>fossils, geodes, geysers, glaciers</i>	How English Works Connecting Ideas	Interpret: Describe Author's Language	Writing Form Message
	Paired Selection "Benjamin Franklin, Inventor" Genre: Biography	Supporting Skills Main Ideas	Student Book What Is It? Fit in My Cab	Fluency Pause for Punctuation		Domain-Specific Vocabulary <i>experiment, life science, earth and space science, physical science</i>		Produce: Plan a Presentation	Focus Trait Organization
17	Read Aloud Book It Is the Wind Genre: Realistic Fiction	Target Skill Sequence of Events	Phonemic Awareness Blend Phonemes Segment Phonemes	Concepts of Print Letters in Words Spaces Between Words	Speaking and Listening Share Information and Ideas, Discuss Butterflies, Share Posters	Oral Vocabulary <i>creaks, hare, hinge, howling, path, sways</i>	Grammar Skill Proper Nouns for Places, People, and Pets	Language Skills and Strategies Collaborate: Ask and Answer <i>wh-</i> Questions	Writing Mode Opinion Writing
	Big Book From Caterpillar to Butterfly Genre: Informational Text	Target Strategy Infer/Predict	Phonics Letters <i>Gg</i> Words with <i>g</i> Blending Words Word Building	Words to Know (High-Frequency Words) <i>find, this, from, came, but, on</i>		Selection Vocabulary <i>ever, pumps, rush, tiny</i>	How English Works Prepositional Phrases	Interpret: Distinguish Effects of Words	Writing Form Thank-You Note
	Paired Selection "Anansi and Grasshopper" Genre: Trickster Tale	Supporting Skills Author's Word Choice	Student Book Can You Find It? Pam Pig	Fluency Read with Expression		Domain-Specific Vocabulary <i>metamorphosis, molt, chrysalis, larva</i>		Produce: Write an Informational Report	Focus Trait Evidence
18	Read Aloud Book One-Dog Canoe Genre: Fiction	Target Skill Author's Purpose	Phonemic Awareness Blend Phonemes Segment Phonemes	Concepts of Print Directionality	Speaking and Listening Share Information and Ask Questions	Oral Vocabulary <i>canoe, dew, glided, paddle, peered, crew</i>	Grammar Skill Verbs in the Future Tense	Language Skills and Strategies Collaborate: Offer Opinions and Ideas	Writing Mode Opinion Writing
	Big Book Atlantic Genre: Informational Text	Target Strategy Analyze/Evaluate	Phonics Letters <i>Rr</i> Words with <i>r</i> Blending Words Vowel <i>ii</i>	Words to Know (High-Frequency Words) <i>will, be, into, that, your, who</i>		Selection Vocabulary <i>conquered, lapping, relatives, scraping</i>	How English Works Verb Types (doing)	Interpret: Distinguish Effects of Word Choice	Writing Form Friendly Letter
	Paired Selections "If You Ever" "A Sailor Went to Sea, Sea, Sea" "Ten Little Fishes" "Undersea" Genre: Poetry	Supporting Skills Figurative Language	Student Book Nat, Tim, and Tan Sam Rip Is It	Fluency Read with Expression		Domain-Specific Vocabulary <i>inlet, iceberg, gulf, wave, tide</i>		Produce: Plan a Presentation	Focus Trait Conventions
						Vocabulary Strategy Context Clues		How English Works: Identify and Use Common Nouns	Write About Reading Performance Task
						Enrich Vocabulary Ask Questions About Words		Vocabulary Network: Words about Water	Research/Media Literacy 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 Nicky and the Rainy Day Genre: Fantasy Big Book Sheep Take a Hike Genre: Fantasy Paired Selections "The Three Billy Goats Gruff" "The Builder and the Oni" Genre: Fairy Tales	Target Skill Cause and Effect Target Strategy Question Supporting Skills Sequence of Events	Phonemic Awareness Blend Phonemes Segment Phonemes Phonics Letters <i>Dd</i> Words with <i>d</i> Blending Words Word Building Student Book Go for It! D Is for Dad	Concepts of Print Punctuation Directionality Words to Know (High-Frequency Words) <i>go, for, here, they, soon, up</i> Fluency Pause for Punctuation	Speaking and Listening Tell a Story Together	Oral Vocabulary <i>blizzards, boring, cliffs, impossible, jungle, meadow</i> Selection Vocabulary <i>bicker, compass, hiking, tramp</i> Domain-Specific Vocabulary <i>trail, gear, supplies, pack</i> Vocabulary Strategy Antonyms Enrich Vocabulary Words for Walking and Hiking	Grammar Skill Verbs in the Past Tense How English Works Verb Types (being)	Language Skills and Strategies Collaborate: Offer Opinions Using Open Responses; Gain and Hold the Floor Interpret: Describe Text Elements: Character Produce: Write a Description How English Works: Understand Text Structure Vocabulary Network: Words about Outdoor Adventures	Writing Mode Opinion Writing Writing Form Opinion Sentences Focus Trait Elaboration Write About Reading Performance Task
20	Read Aloud Book Duck & Goose Genre: Fantasy Big Book Curious George's Dinosaur Discovery Genre: Fantasy Paired Selection "Exploring Land and Water" Genre: Informational Text	Target Skill Sequence of Events Target Strategy Visualize Supporting Skills Conclusions	Phonemic Awareness Blend Phonemes Add Phonemes Phonics Review Letters <i>li</i> (Short <i>i</i>), <i>Gg</i>, <i>Dd</i>, <i>Rr</i> Review words with <i>i</i> (Short <i>i</i>), <i>g, d, r</i> Blending Review Word Building Adding -s (<i>/s/</i>, <i>/z/</i>); no formal lesson Student Book The Big Dig We Fit	Concepts of Print High-Frequency Word Hunt Words to Know (High-Frequency Words) Review: <i>is, how, of, so, many, where, this, find, from, came, but, on, will, be, into, that, your, who, go, for, here, they, soon, up</i> Fluency Reading Rate	Speaking and Listening Discuss Curiosity	Oral Vocabulary <i>apologized, attention, confusion, notice, snooze, webbed</i> Selection Vocabulary <i>expected, display, museum, quarry</i> Domain-Specific Vocabulary <i>discover, examine, experiment, verify</i> Vocabulary Strategy Synonyms Enrich Vocabulary Multiple-Meaning Words	Grammar Skill Verbs: Past, Present, Future How English Works Prepositional Phrases	Language Skills and Strategies Collaborate: Offer Opinions Using Open Responses and Elaborate on Ideas Interpret: Ask and Answer Questions Produce: Give a Speech How English Works: Connect Words Vocabulary Network: Words about Science	Writing Mode Opinion Writing Writing Form Opinion Sentences Focus Trait Evidence Write About Reading 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 Simon and Molly plus Hester Genre: Realistic Fiction Big Book Zin! Zin! Zin! a Violin Genre: Poetry Paired Selections Celebration The Lobsters and the Fiddler Crab The More We Get Together Genre: Poetry/Song	Target Skill Details Target Strategy Infer/Predict Supporting Skills Author's Word Choice	Phonemic Awareness Blend Phonemes Segment Phonemes Phonics Letters Oo (Short o) Words with o (Short o) Adding -s (/s/, /z/) no formal lesson) Blending Words Long o, Short o Student Book Make It Pop! My Dog, Tom	Concepts of Print Directionality Words to Know (High-Frequency Words) <i>make, play, them, give, say, new</i> Fluency Read with Expression	Speaking and Listening Discuss Musical Instruments, Share	Oral Vocabulary <i>idea, just, plain, teach, together, until</i> Selection Vocabulary <i>adore, eager, gleeful, hesitate</i> Domain-Specific Vocabulary <i>practice, rehearsal, perform, applause</i> Vocabulary Strategy Multiple-Meaning Words Enrich Vocabulary Words with Suffixes -ful, -ly	Grammar Skill Pronouns: <i>he, she, we</i> How English Works Verb Types (feeling)	Language Skills and Strategies Collaborate: Offer Opinions Using Open Responses; Gain and Hold the Floor Interpret: Describe Ideas Produce: Write a Story How English Works: Recognize and Use Past Tense Verbs Vocabulary Network: Words about Working Together	Writing Mode Informative Writing Writing Form Lists Focus Trait Organization Write About Reading Performance Task Research/Media Literacy Research Musical Instruments
22	Read Aloud Book A Tiger Grows Up Genre: Informational Text Big Book Leo the Late Bloomer Genre: Fantasy Paired Selection "What Can a Baby Animal Do?" Genre: Informational Text	Target Skill Story Structure Target Strategy Analyze/Evaluate Supporting Skills Sequence of Events	Phonemic Awareness Blend and Segment Phonemes Substitute Phonemes Phonics Letters Xx, Jj Words with x, j Blending Words Word Building Student Book A Good Job Fix It!	Concepts of Print Punctuation Words to Know (High-Frequency Words) <i>said, good, was, then, ate, could</i> Fluency Reading Rate	Speaking and Listening Talk About Fiction and Informational Texts	Oral Vocabulary <i>blend, cub, den, pounces, prey, scraps</i> Selection Vocabulary <i>bloomer, patience, signs, sloppy</i> Oral Vocabulary <i>blend, cub, den, pounces, prey, scraps</i> Domain-Specific Vocabulary <i>mature, develop, height, ability</i> Vocabulary Strategy Antonyms Enrich Vocabulary Words with Suffix -less	Grammar Skill Pronouns: <i>they, it, I</i> How English Works Noun Phrases	Language Skills and Strategies Collaborate: Greet Interpret: Describe Language Choices Produce: Plan a Presentation How English Works: Use Nouns and Noun Phrases Vocabulary Network: Words about Growing Up	Writing Mode Informative Writing Writing Form Lists Focus Trait Organization Write About Reading Performance Task
23	Read Aloud Book Oscar and the Frog Genre: Informational Text Big Book Zinnia's Flower Garden Genre: Informational Text Paired Selection "Growing Sunflowers" Genre: Informational Text	Target Skill Sequence of Events Target Strategy Visualize Supporting Skills Text and Graphic Features	Phonemic Awareness Blend and Segment Phonemes Substitute Phonemes Phonics Letters Ee (Short e) Words with e (Short e) Blending Words Long e, Short e Student Book My Pet Dog Ben and Jen	Concepts of Print Diagrams and Labels Words to Know (High-Frequency Words) <i>she, all, over, her, when, some</i> Fluency Pause for Punctuation	Speaking and Listening Share Information and Ideas, Discuss, Research, Share	Oral Vocabulary <i>tadpole, stared, gills, hatch, shrink, (river) bank</i> Selection Vocabulary <i>fragrant, inspects, pesky, sprinkles</i> Domain-Specific Vocabulary <i>nutrients, sprout, sunlight, soil, water</i> Vocabulary Strategy Context Clues Enrich Vocabulary Words for Growing	Grammar Skill Proper Nouns for Days and Months How English Works Text Structure	Language Skills and Strategies Collaborate: Ask and Answer Questions; Follow Turn-Taking Rules Interpret: Distinguish Effects of Word Choice Produce: Write a Response How English Works: Recognize and Use Prepositional Phrases Vocabulary Network: Words about Growing Things	Writing Mode Informative Writing Writing Form Invitations Focus Trait Organization Write About Reading Performance Task Research/Media Literacy 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 Red Eyes or Blue Feathers Genre: Informational Text Big Book Chameleon, Chameleon Genre: Informational Text Paired Selection “Amazing Animal Bodies” Genre: Informational Text	Target Skill Conclusions Target Strategy Monitor/Clarify Supporting Skills Author’s Purpose	Phonemic Awareness Blend and Segment Phonemes Substitute Phonemes Phonics Letters <i>Hh, Kk</i> Words with <i>h, k</i> Blending Words Word Building Student Book Hog in a Hat Kid Hid	Concepts of Print Book Parts Words to Know (High-Frequency Words) <i>he, no, away, must, by, there</i> Fluency Pause for Punctuation	Speaking and Listening Play a Guessing Game	Oral Vocabulary <i>communicate, mood, scent, sly, survive, temperature</i> Selection Vocabulary <i>danger, juicy, peaceful, poisonous</i> Domain-Specific Vocabulary <i>adapt, disguise, predator, prey, blend</i> Vocabulary Strategy Classify and Categorize Describing Words Enrich Vocabulary Words with Suffixes <i>-ful, -ly</i>	Grammar Skill Questions How English Works Verb Tenses	Language Skills and Strategies Collaborate: Offer Opinions Using Open Responses; Gain and Hold the Floor Interpret: Distinguish Effects of Word Choice Produce: Plan a Presentation How English Works: Identify and Use Conjunctions Vocabulary Network: Words about Animal Colors	Writing Mode Informative Writing Writing Form Report Focus Trait Evidence Write About Reading Performance Task
25	Read Aloud Book Bread Comes to Life Genre: Informational Text Big Book Pie in the Sky Genre: Realistic Fiction Paired Selection “From Apple Tree to Store” Genre: Informational Text	Target Skill Text and Graphic Features Target Strategy Summarize Supporting Skills Sequence of Events	Phonemic Awareness Blend and Segment Phonemes Substitute Phonemes Phonics Review Letters <i>Oo</i> (Short <i>o</i>), <i>Xx, Jj, Ee</i> (short <i>e</i>), <i>Hh, Kk</i> Words with <i>o</i> (Short <i>o</i>), <i>x, j, e</i> (Short <i>e</i>), <i>h, k</i> Blending Review Vowels <i>Oo, Ee</i> Student Book Six Pigs Hop Play It, Kid	Concepts of Print Types, Functions of Print Materials Words to Know (High-Frequency Words) Review: <i>make, play, them, give, say, new, said, good, was, then, ate, could, she, all, over, her, when, some, no, he, away, must, by, there</i> Fluency Read with Expression	Speaking and Listening Discuss Recipes, Share Recipes	Oral Vocabulary <i>crop, golden, patch, sprout, sturdy, grind</i> Selection Vocabulary <i>buds, damp, feast, finally</i> Domain-Specific Vocabulary <i>crop, harvest, fruit, grains, vegetables</i> Vocabulary Strategy Classify and Categorize Seasons Enrich Vocabulary Words for Eating and Foods	Grammar Skill Exclamations How English Works Noun Phrases	Language Skills and Strategies Collaborate: Ask and Answer Yes-No Questions Interpret: Describe Text Elements: Rhyme Produce: Write a Summary How English Works: Recognize and Use Adjectives Vocabulary Network: Words about Bread	Writing Mode Informative Writing Writing Form Report Focus Trait Evidence Write About Reading Performance Task Research/Media Literacy 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 Curious George Makes Pancakes Genre: Fantasy Big Book Kitten’s First Full Moon Genre: Fiction Paired Selections Drinking Fountain The Puppy Chased the Sunbeam Silverly Moon Boat Genre: Poetry	Target Skill Conclusions Target Strategy Visualize Supporting Skills Genre	Phonemic Awareness Substitute Phonemes Phonics Letters <i>Uu</i> (Short <i>u</i>) Words with <i>u</i> (Short <i>u</i>) Blending Words Long <i>u</i>, Short <i>u</i> Student Book Fun, Fun, Fun Bug and Cat	Concepts of Print High-Frequency Word Hunt Words to Know (High-Frequency Words) <i>do, down, went, only, little, just</i> Fluency Pause for Punctuation	Speaking and Listening Talk About Trying Your Best	Oral Vocabulary <i>assistant, enormous, generous, mayor, shocked, volunteers</i> Selection Vocabulary <i>seemed, sprang, stretched, tumbled</i> Domain-Specific Vocabulary <i>persistence, effort, attempt, accomplishment</i> Vocabulary Strategy Antonyms Enrich Vocabulary Words with Prefix <i>re-</i>	Grammar Skill Nouns: Singular and Plural How English Works Text Cohesion	Language Skills and Strategies Collaborate: Respond Using Gestures, Words, and Phrases; Follow Turn-Taking Rules Interpret: Ask and Answer Questions Produce: Plan a Speech How English Works: Understand Text Sequence: Organization Vocabulary Network: Words about Trying	Writing Mode Opinion Writing Writing Form Response to Literature Focus Trait Purpose Write About Reading Performance Task
27	Read Aloud Book Someone Bigger Genre: Fiction Big Book One of Three Genre: Realistic Fiction Paired Selection “Cross-Country Trip” Genre: Informational Text	Target Skill Compare and Contrast Target Strategy Monitor/Clarify Supporting Skills Understanding Characters	Phonemic Awareness Substitute Phonemes Phonics Letters <i>Ll, Ww</i> Words with <i>l, w</i> Blending Words Word Building Student Book Win a Cup! Wes Can Help	Concepts of Print Directionality Words to Know (High-Frequency Words) <i>have, help, one, every, ask, walk</i> Fluency Read with Expression	Speaking and Listening Talk About a Trip	Oral Vocabulary <i>creatures, firmly, kite, launched, light, replied</i> Selection Vocabulary <i>since, invited, remember, triplets</i> Domain-Specific Vocabulary <i>luggage, tourist, journey, landmark</i> Vocabulary Strategy Classify and Categorize Places Enrich Vocabulary Words with Prefix <i>un-</i>	Grammar Skill Subject-Verb Agreement How English Works Connecting Ideas	Language Skills and Strategies Collaborate: Ask and Answer <i>wh-</i> Questions Interpret: Describe Text Elements Produce: Write an Exposition How English Works: Use Connecting Words Vocabulary Network: Words about Family Outings	Writing Mode Opinion Writing Writing Form Response to Literature Focus Trait Purpose Write About Reading Performance Task
28	Read Aloud Book The Little Engine That Could Genre: Fantasy Big Book You Can Do It, Curious George! Genre: Fantasy Paired Selections “Whistling” “Time to Play” “By Myself” Genre: Poetry	Target Skill Story Structure Target Strategy Infer/Predict Supporting Skills Genre: Fantasy	Phonemic Awareness Substitute Phonemes Phonics Letters <i>Vv, Zz</i> Words with <i>v, z</i> Blending Words Vowel <i>Uu</i> Student Book Vet on a Job! Roz the Vet	Concepts of Print Environmental Print Words to Know (High-Frequency Words) <i>look, out, very, their, saw, put</i> Fluency Pause for Punctuation	Speaking and Listening Share Ideas, Retell Stories, Discuss Books, Share	Oral Vocabulary <i>bellowed, dingy, rumbled, valley, waiters, weary</i> Selection Vocabulary <i>prize, different, chef, slope</i> Domain-Specific Vocabulary <i>considerate, kind, loyal, thoughtful</i> Vocabulary Strategy Context Clues Enrich Vocabulary Multiple-Meaning Words	Grammar Skill Subject-Verb Agreement How English Works Verb Tenses	Language Skills and Strategies Collaborate: Offer Opinions and Ideas Using Open Responses Interpret: Evaluate Language Choices Produce: Plan a Speech How English Works: Use Verbs and Verb Types Vocabulary Network: Words about Helping Friends	Writing Mode Opinion Writing Writing Form Response to Literature Focus Trait Purpose Write About Reading Performance Task Research/Media Literacy 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 Baby Brains Genre: Fiction Big Book Look at Us Genre: Informational Text Paired Selection "The Three Little Pigs" Genre: Fairy Tale	Target Skill Main Idea and Details Target Strategy Question Supporting Skills Author's Purpose	Phonological Awareness Track Syllables Phonics Letters Yy, Qq (<i>qu</i>) Words with y, q (<i>qu</i>) Blending Words Word Building Student Book Not Yet Can Not Quit Yet	Concepts of Print Types, Functions of Print Materials Words to Know (High-Frequency Words) <i>off, take, our, day, too, show</i> Fluency Reading Rate	Speaking and Listening Share Information and Ideas, Retell Simon James Stories, Discuss Books, Share	Oral Vocabulary <i>certainly, embarrassed, languages, mumbled, popular, study</i> Selection Vocabulary <i>projects, visitors, scared, proud</i> Domain-Specific Vocabulary <i>develop, accomplish, knowledge</i> Vocabulary Strategy Figurative Language Enrich Vocabulary Words for Feelings	Grammar Skill Prepositions: <i>for, to, with, from, of</i> How English Works Text Cohesion	Language Skills and Strategies Collaborate: Offer Opinions and Ideas Using Open Responses; Gain and Hold the Floor Interpret: Analyze Language Produce: Write a Drama How English Works: Expand Noun Phrases Vocabulary Network: Words about Learning	Writing Mode Opinion Writing Writing Form Journal Focus Trait Development Write About Reading Performance Task Research/Media Literacy Simon James Books
30	Read Aloud Book Pet Show! Genre: Realistic Fiction Big Book Miss Bindergarten Celebrates the Last Day of Kindergarten Genre: Fantasy Paired Selection "Schools Then and Now" Genre: Informational Text	Target Skill Understanding Characters Target Strategy Summarize Supporting Skills Genre	Phonological Awareness Track Syllables Phonics Review Letters Aa (Short <i>a</i>), Ee (Short <i>e</i>), Ii (Short <i>i</i>), Oo (Short <i>o</i>), Uu (Short <i>u</i>) Words with -s, -ing Word Building Student Book Max Is Up A Fun Job	Concepts of Print Environmental Print Words to Know (High-Frequency Words) Review: <i>down, do, went, only, little, just, have, help, one, every, ask, walk, look, out, very, their, saw, put, off, take, our, day, too, show</i> Fluency Read with Expression	Speaking and Listening Good Neighbors and Good Friends	Oral Vocabulary <i>announced, entrance, expect, favorite, independent, judge</i> Selection Vocabulary <i>attendance, balance, perfume, success</i> Domain-Specific Vocabulary <i>concern, kindness, neighborly, generous</i> Vocabulary Strategy Synonyms Enrich Vocabulary Prepositions in Sentences	Grammar Skill Prepositions: <i>in, on, out, off, by</i> How English Works Prepositional Phrases	Language Skills and Strategies Collaborate: Offer Opinions and Elaborate On Ideas Using Learned Phrases Interpret: Analyze Author's Word Choice Produce: Plan a Presentation How English Works: Identify and Use Prepositions Vocabulary Network: Words about Pets	Writing Mode Opinion Writing Writing Form Journal Focus Trait Development Write About Reading Performance Task

GRADE K • Review and Extend

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 Oscar and the Frog Every Season Big Books From Caterpillar to Butterfly The Handiest Things in the World What Do You Do With a Tail Like This?	Genre Study: Informational Text Read and Discuss Discuss Genre List Genre Features	Phonemic Awareness Middle Sounds Long and Short Vowel Sounds Phonics Long Vowels e, i, o (CV pattern) Student Book How Can We Go?	Words to Know (High-Frequency Words) Review: <i>many, them, new, when, soon, them, give, say, how, where</i>	Read and Discuss Think Through the Text	Oral Vocabulary Review: <i>certainly, curious, interesting, notice, patient, usually</i>	Warm Up With Wordplay • Rhyming Simon • Share a Riddle • Put Words in the Right Place • Give Two-Word Clues • Lunch with a Story Friend	Language Skills and Strategies Collaborate: Offer Opinions and Ideas Using Open Responses Interpret: Describe Phenomena Produce: Write a Report How English Works: Connect Ideas Vocabulary Network: Words about Informational Text	Writing Mode Informative Writing Writing Form Description Write About Reading Respond to Texts
	Read Aloud Books Simon and Molly plus Hester Amelia’s Show-and-Tell-Fiesta Pet Show! Pizza at Sally’s Big Book Kitten’s First Full Moon	Genre Study: Realistic Fiction Read and Discuss Discuss Genre List Genre Features	Phonemic Awareness Middle Sounds Long and Short Vowel Sounds Phonics Long Vowels e, i, o (CV pattern) Student Book Can I Play?	Words to Know (High-Frequency Words) Review: <i>I, be, go, he, me, no, so, we</i>	Read and Discuss Think Through the Text	Oral Vocabulary Review: <i>admired, several, perhaps, generous, blend, treasures</i>	Warm Up With Wordplay • Friends! • Birthdays Around the World • What Do You Think? • Word Categories • New Meanings	Language Skills and Strategies Collaborate: Offer Opinions and Ideas Using Open Responses Interpret: Ask and Answer Questions Produce: Give a Speech How English Works: Use Connecting Words Vocabulary Network: Words about Realistic Fiction	Writing Mode Narrative Writing Writing Form Story Write About Reading Respond to Texts

GRADE K • Review and Extend

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 The Little Engine That Could Curious George Makes Pancakes One-Dog Canoe Nicky and the Rainy Day Big Book How Do Dinosaurs Go to School?	Genre Study: Fantasy Read and Discuss Discuss Genre List Genre Features	Phonemic Awareness Middle Sounds Long and Short Vowel Sounds Phonics Long Vowels <i>a, i</i> (CVCe pattern) Student Book Get Set! Dive!	Words to Know (High-Frequency Words) Review: <i>them, then, how, now, where, there, day, away, you, your</i>	Read and Discuss Think Through the Text	Oral Vocabulary Review: <i>enormous, delight, dazzling, golden, independent, impossible</i>	Warm Up With Wordplay • Guess the Transportation Word • Categorize • Food Clues • Rhyme Circle • Mystery Bag	Language Skills and Strategies Collaborate: Offer Opinions and Ideas Using Learned Phrases Interpret: Describe Text Elements Produce: Write a Story How English Works: Use Verbs and Verb Phrases Vocabulary Network: Words about Fantasy	Writing Mode Narrative Writing Writing Form Fantasy Story Write About Reading Respond to Texts
34	Big Books What Is Science? Zin! Zin! Zin! a Violin “Wings” in <i>What Do You Do With a Tail Like This?</i> “Drinking Fountain” in <i>Kitten’s First Full Moon</i> Instructional Flip Chart C Neighbors	Genre Study: Poetry Read and Discuss Discuss Genre List Genre Features	Phonemic Awareness Middle Sounds Long and Short Vowel Sounds Phonics Long Vowels <i>o, u</i> (CVCe pattern) Student Book Luke, June, and Rose	Words to Know (High-Frequency Words) Review: <i>of, off, that, this, take, make, come, some, very, every</i>	Read and Discuss Think Through the Text	Oral Vocabulary Review: <i>doubt, gleaming, mood, pattern, pleased, strange</i>	Warm Up With Wordplay • Word Families • Opposites • Mystery Vowel • Share a Riddle • Two Words	Language Skills and Strategies Collaborate: Ask and Answer <i>wh</i>-Questions Interpret: Evaluate Language Choices: Word Choice Produce: Prepare a Presentation How English Works: Use Nouns and Noun Phrases Vocabulary Network: Words about Poetry	Writing Mode Opinion Writing Writing Form Poem Write About Reading Respond to Texts

Lesson	Selections	Concepts of Print	Alphabet Routine	Phonemic Awareness	Letters and Sounds	High-Frequency Words
Back to School (one week)	Big Books - Jack’s Talent - Back to School	- Print Represents Speech (Introductions and Names) - Letters, Words, and Sentences - Photo Captions (Names of Countries) - Environmental Print - Punctuation Marks and Intonation	- Identify Letters - Alphabet Song - Place Names - Name and Match Letters - Alphabet Sequence - Print Uppercase and Lowercase Letters of the Alphabet	- Distinguish Vowel Sounds - Blend Phonemes - Isolate Phonemes - Segment Phonemes - Rhyming Words	- Short <i>a</i> - Consonants <i>m, s, t, c</i> - Phonogram <i>-at</i>	<i>I</i> <i>to</i> <i>like</i> <i>a</i> <i>see</i> <i>the</i> <i>we</i> <i>go</i> <i>is</i> <i>are</i>

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 What Is a Pal? Genre: Informational Text	Target Skill Main Idea	Phonemic Awareness Beginning Sound Blend Phonemes	Fluency Accuracy: Word Recognition	Read Aloud The Lion and the Mouse	Selection Vocabulary <i>fun, pal, pet, what</i>	Spelling Principle Words with Short <i>a</i>	Grammar Skill Nouns	Language Skills and Strategies	Writing Mode Narrative Writing
	Paired Selection Friends Forever Genre: Poetry	Target Strategy Summarize	Phonics Short <i>a</i> Consonants <i>n, d</i> Consonants <i>p, f</i>	High-Frequency Words <i>and, be, help, play, with, you</i>	Listening/Speaking: Listening Comprehension	Oral Vocabulary <i>beautiful, excellent, invitation, miss, ruin, suddenly</i>	Spelling Words Basic: <i>am, at, sat, man, dad, mat</i>	How English Works Noun Phrases	Collaborate: Ask and Answer Questions Interpret: Text Elements: Character Produce: Recount Experiences	Writing Form Labels
	Decodable Reader Selections Dan and Nan Nat Cat Nan and Dan Fan, Fan, Fan	Supporting Skills Genre: Informational Text			Speaking and Listening Skill How to Have a Good Discussion	Domain-Specific Vocabulary <i>ally, relative, aid</i>			How English Works: Use Common Nouns Vocabulary Network: Words about Friends	Focus Trait Elaboration
						Vocabulary Strategies Classify and Categorize Words				Write About Reading Performance Task
2	Anchor Text The Storm Genre: Realistic Fiction	Target Skill Understanding Characters	Phonemic Awareness Beginning Sound Blend Phonemes	Fluency Accuracy: Words Connected in Text	Read Aloud Susie and the Bandits	Selection Vocabulary <i>storm, Pop, come, wet, bed</i>	Spelling Principle Words with Short <i>i</i>	Grammar Skill Possessives	Language Skills and Strategies	Writing Mode Narrative Writing
	Paired Selection Storms! Genre: Informational Text	Target Strategy Infer/Predict	Phonics Short <i>i</i> Consonants <i>r, h /z/s</i> Consonants <i>b, g</i> Phonogram <i>-it</i>	High-Frequency Words <i>for, have, he, look, too, what</i>	Listening/Speaking: Listening Comprehension	Oral Vocabulary <i>bandits, brave, chattered, ears, steady, still</i>	Spelling Words Basic: <i>if, is, him, rip, fit, pin</i>	How English Works Noun Phrases	Collaborate: Ask and Answer <i>wh-</i> Questions Interpret: Ask and Answer Questions Produce: Plan a Speech	Writing Form Captions
	Decodable Reader Selections Can It Fit? I Ran Sid Pig Pam	Supporting Skills Genre: Realistic Fiction			Speaking and Listening Skill Ask and Answer Questions	Domain-Specific Vocabulary <i>precipitation, thermometer, lightning</i>			How English Works: Use Proper Nouns Vocabulary Network: Words about Weather	Focus Trait Elaboration
						Vocabulary Strategies Context Clues				Write About Reading 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 Curious George at School Genre: Fantasy	Target Skill Sequence of Events	Phonemic Awareness Beginning Sound Blend Phonemes	Fluency Phrasing: Punctuation	Read Aloud Stone Stew	Selection Vocabulary <i>curious, school, this, George, kids, mess, paints, job</i>	Spelling Principle Words with Short o	Grammar Skill Action Verbs • Present Tense	Language Skills and Strategies	Writing Mode Narrative Writing
	Paired Selection School Long Ago Genre: Informational Text	Target Strategy Monitor/Clarify	Phonics Short o Consonants l, x Inflection -s	High-Frequency Words <i>do, find, funny, sing, no, they</i>	Listening/Speaking: Listening Comprehension	Oral Vocabulary <i>apart, crept, proud, sneaked, snout, worried</i>	Spelling Words Basic: log, dot, top, hot, lot, ox	How English Works Verb Types	Collaborate: Agree or Disagree and Affirm Others	Writing Form Sentences
	Decodable Reader Selections Lil and Max Did Dix Dog Do It? Max Fox and Lon Ox Is It Funny?	Supporting Skills Author’s Word Choice			Speaking and Listening Skill Using Visuals	Domain-Specific Vocabulary <i>mascot, educator, principal</i>			Interpret: Describe Ideas	Focus Trait Purpose
						Vocabulary Strategies Multiple-Meaning Words			Produce: Write a Story	Write About Reading Performance Task
4	Anchor Text Lucia’s Neighborhood Genre: Informational Text	Target Skill Text and Graphic Features	Phonemic Awareness Beginning Sound Blend Phonemes	Fluency Intonation	Read Aloud Painting Word Pictures	Selection Vocabulary <i>Lucia, book, car, firefighter’s, goal, hi, home, librarian, neighborhood, pants, plant, street</i>	Spelling Principle Words with Short e	Grammar Skill Adjectives • Size and Shape	Language Skills and Strategies	Writing Mode Narrative Writing
	Paired Selection City Mouse and Country Mouse Genre: Fable	Target Strategy Question	Phonics Short e Consonants y, w Consonants k, v, j Phonogram -et	High-Frequency Words <i>all, does, here, me, my, who</i>	Listening/Speaking: Listening Comprehension	Oral Vocabulary <i>canvas, combinations, ease, important, rhythm, row</i>	Spelling Words Basic: yet, web, pen, wet, leg, hen	How English Works Verb Types	Collaborate: Give Instructions; Ask and Answer Questions	Writing Form Class Story
	Decodable Reader Selections Pals Ned Ken and Vic My Pets	Supporting Skills Author’s Word Choice				Domain-Specific Vocabulary <i>urban, citizen, services</i>			Interpret: Describe Words Used to Present Ideas	Focus Trait Elaboration
						Vocabulary Strategies Alphabetical Order			Produce: Plan a Presentation	Write About Reading Performance Task
5	Anchor Text Gus Takes the Train Genre: Fantasy	Target Skill Story Structure	Phonemic Awareness Final Sound Segment Phonemes	Fluency Accuracy: Self-Correct	Read Aloud Training Around the Town	Selection Vocabulary <i>takes, conductor, train, window</i>	Spelling Principle Words with Short u	Grammar Skill Adjectives • Color and Number	Language Skills and Strategies	Writing Mode Narrative Writing
	Paired Selection City Zoo Genre: Informational Text	Target Strategy Analyze/Evaluate	Phonics Short u Consonants qu, z	High-Frequency Words <i>friend, full, good, hold, many, pull</i>	Listening/Speaking: Listening Comprehension	Oral Vocabulary <i>alleys, dash, ferry, space, subways, sealed</i>	Spelling Words Basic: up, bug, mud, nut, hug, tub	How English Works Text Cohesion	Collaborate: Offer Opinions and Ideas Using Learned Phrases	Writing Form Class Story
	Decodable Reader Selections Fun in the Sun Yams! Yum! Fun, Fun, Fun! Bud	Supporting Skills Genre: Fantasy				Domain-Specific Vocabulary <i>habitat, diet, conservation</i>			Interpret: Distinguish the Effects of Words	Focus Trait Elaboration
						Vocabulary Strategies Synonyms			Produce: Write a Drama	Write About Reading Performance Task
Performance Task	Anchor Text Lucia’s Neighborhood Genre: Informational Text							Grammar Review Action Verbs, Adjectives, Sentences		Writing Mode Narrative Writing
										Writing Form 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 Jack and the Wolf Genre: Fable Paired Selection The Three Little Pigs Genre: Fairy Tale Decodable Reader Selections Ann Packs Tess and Jack A Duck in Mud Ducks Quack	Target Skill Understanding Characters Target Strategy Summarize Supporting Skills Story Message	Phonemic Awareness Final Sound Segment Phonemes Phonics Review Short <i>a</i> Double Final Consonants and <i>ck</i> Phonogram <i>-ack</i>	Fluency Expression High-Frequency Words <i>away, call, come, every, hear, said</i>	Read Aloud Night of the Wolf Listening/Speaking: Listening Comprehension Speaking and Listening Skill Ask and Answer Questions About Stories	Selection Vocabulary <i>sheep, trick, wolf, once upon a time</i> Oral Vocabulary <i>clang, fault, figure, jumbled, plenty, tossed</i> Domain-Specific Vocabulary <i>moral, consequence, tradition</i> Vocabulary Strategies Shades of Meaning	Spelling Principle Words with Short <i>a</i> Spelling Words Basic: <i>an, bad, can, had, cat, ran</i> Challenge: <i>add, pass</i>	Grammar Skill Complete Sentences How English Works Noun Phrases	Language Skills and Strategies Collaborate: Gain and/or Hold the Floor Interpret: Distinguish the Effects of Words Produce: Plan a Speech How English Works: Connect Ideas Vocabulary Network: Words about Stories	Writing Mode Informative Writing Writing Form Sentences That Describe Focus Trait Elaboration Write About Reading Performance Task
7	Anchor Text How Animals Communicate Genre: Informational Text Paired Selection Insect Messages Genre: Informational Text Decodable Reader Selections Brad and Cris What Did Dad Get? Crabs The Big Job	Target Skill Main Idea and Details Target Strategy Infer/Predict Supporting Skills Text and Graphic Features	Phonemic Awareness Segment Phonemes Blend Phonemes Phonics Review Short <i>i</i> Blends with <i>r</i> Phonogram <i>-ip</i>	Fluency Rate High-Frequency Words <i>animal, how, make, of, some, why</i>	Read Aloud Prairie Dogs Listening/Speaking: Listening Comprehension Speaking and Listening Skill Discuss Informational Text: Compare and Contrast	Selection Vocabulary <i>baby, bees, bird, dance, down, elephants, food, smell</i> Oral Vocabulary <i>agreement, crowd, discussed, warn, creek, bills</i> Domain-Specific Vocabulary <i>behavior, instinct, senses</i> Vocabulary Strategies Using a Glossary	Spelling Principle Words with Short <i>i</i> Spelling Words Basic: <i>in, will, did, sit, six, big</i> Challenge: <i>trip, grin</i>	Grammar Skill Commas in a Series How English Works Condensing Ideas	Language Skills and Strategies Collaborate: Offer Opinions Interpret: Describe Phenomena Produce: Write an Explanation How English Works: Use Connecting Words Vocabulary Network: Words about Animal Communication	Writing Mode Informative Writing Writing Form Poetry Focus Trait Elaboration Write About Reading Performance Task
8	Anchor Text A Musical Day Genre: Realistic Fiction Paired Selection Drums Genre: Informational Text Decodable Reader Selections Our Flag The Plan Our Sled Club The Pet Club	Target Skill Sequence of Events Target Strategy Analyze/Evaluate Supporting Skills Narrator	Phonemic Awareness Segment Phonemes Middle Sound Phonics Review Short <i>o</i> Blends with <i>/</i> Phonogram <i>-ock</i>	Fluency Phrasing: Natural Pauses High-Frequency Words <i>her, now, our, she, today, would</i>	Read Aloud The Neighbors Listening/Speaking: Listening Comprehension	Selection Vocabulary <i>aunt, band, guitars, music</i> Oral Vocabulary <i>crisp, edges, faraway, peeked, smudge, village</i> Domain-Specific Vocabulary <i>percussion, composer, rehearse</i> Vocabulary Strategies Define Words	Spelling Principle Words with Short <i>o</i> Spelling Words Basic: <i>on, got, fox, pop, not, hop</i> Challenge: <i>block, clock</i>	Grammar Skill Statements How English Works Text Cohesion	Language Skills and Strategies Collaborate: Express Likes and Dislikes; Provide Counterarguments Interpret: Ask and Answer Questions Produce: Plan a Presentation How English Works: Expand Noun Phrases Vocabulary Network: Words about Animal Communication	Writing Mode Informative Writing Writing Form Thank-You Note Focus Trait Purpose Write About Reading Performance Task Research/Media Literacy 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 Dr. Seuss Genre: Biography Paired Selection Let’s Laugh! Genre: Poetry Decodable Reader Selections Step Up! Splat! Splat! Nuts for Ben and Jen Miss Tess Was Still	Target Skill Text and Graphic Features Target Strategy Question Supporting Skills Genre: Biography	Phonemic Awareness Segment Phonemes Middle Sound Phonics Review Short e Blends with s	Fluency Accuracy: Word Recognition High-Frequency Words <i>after, draw, pictures, read, was, write</i>	Read Aloud The Little Red Hen Listening/Speaking: Listening Comprehension	Selection Vocabulary <i>books, Dr., hit, rhymes, wrote</i> Oral Vocabulary <i>trip, yanking, twice, awake, wonder, try</i> Domain-Specific Vocabulary <i>literature, verse, paragraph</i> Vocabulary Strategies Antonyms	Spelling Principle Words with Short e Spelling Words Basic: yes, let, red, ten, bed, get Challenge: sled, step	Grammar Skill Singular and Plural Nouns How English Works Verb Tenses	Language Skills and Strategies Collaborate: Offer Opinions and Ideas Interpret: Describe Ideas Produce: Write a Story Collaboratively How English Works: Use Verbs and Verb Types Vocabulary Network: Words about Animal Communication	Writing Mode Informative Writing Writing Form Description Focus Trait Evidence Write About Reading Performance Task Research/Media Literacy Ask and Answer Questions Using Information from Media
10	Anchor Text A Cupcake Party Genre: Fantasy Paired Selection Happy Times Genre: Poetry Decodable Reader Selections Who Likes to Jump? The Lost Cat Flint and Scamp The List	Target Skill Story Structure Target Strategy Visualize Supporting Skills Dialogue	Phonemic Awareness Segment Phonemes Middle Sound Phonics Review Short u Final Blends Phonogram -ump	Fluency Stress High-Frequency Words <i>eat, give, one, put, small, take</i>	Read Aloud Chipper Chips In Listening/Speaking: Listening Comprehension Speaking and Listening Skill Discuss Sensory Words and Words About Feelings	Selection Vocabulary <i>baked, cupcakes, party, tree</i> Oral Vocabulary <i>enemies, forest, hibernate, must, pouches, predators</i> Domain-Specific Vocabulary <i>emotion, esteem, zeal</i> Vocabulary Strategies Synonyms	Spelling Principle Words with Short u Spelling Words Basic: us, sun, but, fun, bus, run Challenge: jump, must	Grammar Skill Using <i>a, an, and the</i> How English Works Verb Types	Language Skills and Strategies Collaborate: Offer Opinions and Ideas Using Learned Phrases Interpret: Describe Words Used to Present Ideas Produce: Plan a Presentation How English Works: Use Prepositional Phrases to Add Details Vocabulary Network: Words about Animal Communication	Writing Mode Informative Writing Writing Form Description Focus Trait Organization Write About Reading Performance Task
Performance Task	Anchor Text A Musical Day Genre: Realistic Fiction							Grammar Review Adjectives, Verbs, Commas in a Series, Sentences		Writing Mode Informative Writing Writing Form Description
Extended Reading	Trade Book From Seed to Pumpkin Genre: Informational Text	Target Strategies Summarize Monitor/Clarify		Fluency Accuracy, Self-Correction	Read Aloud Trucks on the Move Collaborative Project From Farm to Table Big Book: Present, Reflect	Content Vocabulary Words <i>moist, travels, reach, energy, prickly, tends, attract, wither, bare, remain</i> Domain-Specific Vocabulary <i>agriculture, gardens, crops, harvest</i>	Integrated Language Arts Review Spelling Principles Review	Integrated Language Arts Review Complete Sentences, Action Verbs, Nouns, Adjectives, Commas in a Series	Collaborative Project From Farm to Table Big Book Write About Media 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 At Home in the Ocean Genre: Informational Text	Target Skill Author’s Purpose	Phonemic Awareness Blend Phonemes Segment Phonemes	Fluency Phrasing: Punctuation	Read Aloud The Piano Lessons	Selection Vocabulary <i>biggest, feet, grow, manatees, ocean, penguins, sea otters, turtle, warm, whales</i>	Spelling Principle Words with <i>th</i>	Grammar Skill Proper Nouns	Language Skills and Strategies	Writing Mode Informative Writing
	Paired Selection Water Genre: Informational Text	Target Strategy Analyze/Evaluate	Phonics Digraph <i>th</i> Base Words and -s, -es, -ed, -ing Endings	High-Frequency Words <i>blue, cold, far, little, live, their, water, where</i>	Listening/Speaking: Listening Comprehension	Oral Vocabulary <i>companions, exchange, gracefully, portions, practice, strict</i>	Spelling Words Basic: <i>that, then, this, them, with, bath</i> Challenge: <i>thick, tenth</i>	How English Works Connecting Ideas	Collaborate: Respond Using Gestures and Words; Listen Attentively Interpret: Distinguish the Effects of Words Produce: Write an Exposition How English Works: Create Compound and Complex Sentences Vocabulary Network: Words about Oceans	Writing Form Sentences That Inform Focus Trait Evidence Write About Reading Performance Task Research/Media Literacy Facts About an Ocean Animal and Its Habitat
	Decodable Reader Selections Seth and Beth Zeb Yak The Duck Nest Animal Moms	Supporting Skills Details				Domain-Specific Vocabulary <i>arctic, current, tidal</i>				
						Vocabulary Strategies Classify and Categorize Color Words				
12	Anchor Text How Leopard Got His Spots Genre: Folktales	Target Skill Sequence of Events	Phonemic Awareness Blend and Segment Phonemes Substitute Initial Phonemes	Fluency Rate	Read Aloud Turtle, Frog, and Rat	Selection Vocabulary <i>danced, flowers, giraffe, hyena, leopard, paint, zebra</i>	Spelling Principle Words with <i>ch, tch</i>	Grammar Skill Commands	Language Skills and Strategies	Writing Mode Informative Writing
	Paired Selection The Rain Forest Genre: Informational Text	Strategy Question	Phonics Digraphs <i>ch, tch</i> Possessives with ‘s Phonogram -atch	High-Frequency Words <i>been, brown, know, never, off, out, own, very</i>	Listening/Speaking: Listening Comprehension	Oral Vocabulary <i>adventure, frisky, shivered, spied, tumbled, view</i>	Spelling Words Basic: <i>chin, chop, much, chip, rich, chick</i> Challenge: <i>match, pitch</i>	How English Works Text Cohesion	Collaborate: Ask for Assistance or Permission; Follow Rules for Taking Turns Interpret: Distinguish the Effects of Words Produce: Plan a Speech How English Works: Condense Ideas in Simple Ways and by Embedding Clauses Vocabulary Network: Words about Jungle Animals	Writing Form Instructions Focus Trait Organization Write About Reading Performance Task
	Decodable Reader Selections Scratch, Chomp Rich Gets a Dog Champs Kits, Chicks, and Pups	Supporting Skills Story Lesson			Speaking and Listening Skill Giving Clear Descriptions	Domain-Specific Vocabulary <i>predator, primate, jungle</i>				
						Vocabulary Strategies Homophones				
13	Anchor Text Seasons Genre: Informational Text	Target Skill Cause and Effect	Phonemic Awareness Blend and Segment Phonemes Substitute Initial Phonemes	Fluency Accuracy: Word Recognition	Read Aloud The Prickly Pride of Texas	Selection Vocabulary <i>blow, day, leaves, school, seeds, snow, snowman, spring, summer, fall, winter</i>	Spelling Principle Words with <i>sh, wh, ph</i>	Grammar Skill Subjects and Verbs • Subject-Verb Agreement	Language Skills and Strategies	Writing Mode Informative Writing
	Paired Selection Four Seasons for Animals Genre: Informational Text	Target Strategy Visualize	Phonics Digraphs <i>sh, wh, ph</i> Contractions with ‘s, n’t	High-Frequency Words <i>down, fall, goes, green, grow, new, open, yellow</i>	Listening/Speaking: Listening Comprehension	Oral Vocabulary <i>bouquet, burst, glows, plow, shrivel, vines</i>	Spelling Words Basic: <i>ship, shop, which, when, whip, fish</i> Challenge: <i>shell, graph</i>	How English Works Condensing Ideas	Collaborate: Respond Using Gestures, Words, and Phrases; Listen Attentively Interpret: Describe Phenomena Produce: Write a Retelling How English Works: Understand Linking Words Vocabulary Network: Words about Seasons	Writing Form Sentences That Inform Focus Trait Purpose Write About Reading Performance Task
	Decodable Reader Selections Phil’s New Bat In a Rush Ralph Goes to Camp Trish’s Gift	Supporting Skills Sound Words			Speaking and Listening Skill Discuss Informational Text: Compare and Contrast	Domain-Specific Vocabulary <i>weather, cycle, sunlight</i>				
						Vocabulary Strategies Word Endings -ed, -ing, or -s				

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 The Big Race Genre: Fantasy Paired Selection Rules and Laws Genre: Informational Text Decodable Reader Selections Tate’s Cakes Dave and the Whales A Safe Lodge The Race	Target Skill Conclusions Target Strategy Infer/Predict Supporting Skills Cause and Effect	Phonemic Awareness Middle Sound Substitute Medial Phonemes Phonics Long <i>a</i> (CVCe) Phonogram –<i>ake</i> Soft <i>c, g, dge</i> Phonogram –<i>ace</i>	Fluency Expression High-Frequency Words <i>four, five, into, over, starts, three, two, watch</i>	Read Aloud The Tortoise and the Hare Listening/Speaking: Listening Comprehension Speaking and Listening Skill Speaking About a Topic	Selection Vocabulary <i>cottontail, hay, hooray, lizard, race, roadrunner</i> Oral Vocabulary <i>cactus, habitat, mainly, search, stems, howl</i> Domain-Specific Vocabulary <i>legal, rule, duty</i> Vocabulary Strategies Shades of Meaning	Spelling Principle Words with Long <i>a</i> Spelling Words Basic: <i>came, make, brave, late, gave, shape</i> Challenge: <i>waves, chases</i>	Grammar Skill Verbs and Time • Present and Past Tense How English Works Condensing Ideas	Language Skills and Strategies Collaborate: Express Feelings or Needs Interpret: Ask and Answer Questions Produce: Plan a Presentation How English Works: Recognize and Use Present Tense Verbs Vocabulary Network: Words about Citizenship	Writing Mode Informative Writing Writing Form Report Focus Trait Evidence Write About Reading Performance Task
15	Anchor Text Animal Groups Genre: Informational Text Paired Selection Animal Picnic Genre: Play Decodable Reader Selections Mike’s Bike The Nest The Nice Vet Kite Time	Target Skill Compare and Contrast Target Strategy Monitor/Clarify Supporting Skills Text and Graphic Features	Phonemic Awareness Middle Sound Substitute Medial Phonemes Phonics Long <i>i</i> (CVCe) Digraphs <i>kn, wr, gn, mb</i> Phonograms –<i>ine, -ite</i>	Fluency Intonation High-Frequency Words <i>bird, both, eyes, fly, long, or, those, walk</i>	Read Aloud The Dancing Wolves Listening/Speaking: Listening Comprehension	Selection Vocabulary <i>amphibians, body, breathe, feathers, group, hair, mammals, reptiles, tadpoles, tails, wings</i> Oral Vocabulary <i>alert, directions, scale, sensitive, swivel, threatened</i> Domain-Specific Vocabulary <i>trait, adapt, survive</i> Vocabulary Strategies Suffixes –<i>er, -est</i>	Spelling Principle Words with Long <i>i</i> Spelling Words Basic: <i>time, like, kite, bike, white, drive</i> Challenge: <i>stripe, mice</i>	Grammar Skill The Verb <i>be</i> • Using <i>is, are, was</i> and <i>were</i> How English Works Prepositional Phrases	Language Skills and Strategies Collaborate: Ask and Answer Questions Interpret: Describe Text Elements: Setting Produce: Write a Procedure How English Works: Use Adjectives Vocabulary Network: Words about Comparing and Contrasting	Writing Mode Informative Writing Writing Form Report Focus Trait Elaboration Write About Reading Performance Task Research/Media Literacy Ask and Answer Questions: Using Information from Media
Performance Task	Anchor Text At Home in the Ocean Genre: Informational Text Anchor Text Animal Groups Genre: Informational Text							Grammar Review Sentences, Subject-Verb Agreement		Writing Mode Informative Writing Writing Form 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 Let’s Go to the Moon! Genre: Informational Text Paired Selection Mae Jemison Genre: Biography Decodable Reader Selections Go, Jones! So Much Fun June’s Pictures My Mule, Duke	Target Skill Main Idea and Details Target Strategy Question Supporting Skills Author’s Purpose	Phonemic Awareness Substitute Phonemes: Medial Substitute Phonemes: Final Distinguish Vowel Sounds Phonics Long <i>o</i> (CV, CVCe) Long <i>u</i> (CVCe)	Fluency Stress High-Frequency Words <i>around, because, before, bring, carry, light, show, think</i>	Read Aloud One Giant Leap Listening/Speaking: Listening Comprehension	Selection Vocabulary <i>crater, footprints, gravity, lunar, rocket, rover</i> Oral Vocabulary <i>atmosphere, decision, landscape, miniature, surface, vast</i> Domain-Specific Vocabulary <i>star, orbit, planet</i> Vocabulary Strategies Suffixes <i>-y, -ful</i>	Spelling Principle Words with Long <i>o</i> Spelling Words Basic: <i>so, go, home, hole, no, rope, joke, bone, stove, poke</i> Challenge: <i>chose, wrote</i>	Grammar Skill Questions • What Is a Question? • Writing Questions How English Works Verb Tenses	Language Skills and Strategies Collaborate: Apologize Interpret: Describe Language Used to Present an Idea Produce: Plan a Presentation How English Works: Use Prepositional Phrases to Add Details Vocabulary Network: Words about Astronauts	Writing Mode Narrative Writing Writing Form Sentences About Yourself (main idea) Focus Trait Purpose Write About Reading Performance Task Research/Media Literacy Using Text Features
17	Anchor Text The Big Trip Genre: Fantasy Paired Selection Lewis and Clark’s Big Trip Genre: Informational Text Decodable Reader Selections At the Beach Who Will Teach Us? Plunk, Plunk The King’s Song	Target Skill Compare and Contrast Target Strategy Visualize Supporting Skills Dialogue	Phonemic Awareness Substitute Phonemes: Medial Substitute Phonemes: Final Blend Phonemes Identify Final Phonemes Phonics Long <i>e</i> (CV, CVCe) Vowel Pairs <i>ee, ea</i> Final <i>ng, nk</i> Phonogram <i>-ink</i>	Fluency Phrasing: Attention to Punctuation (Question Mark) High-Frequency Words <i>about, by, car, could, don’t, maybe, sure, there</i>	Read Aloud The Rainy Trip Listening/Speaking: Listening Comprehension Speaking and Listening Skill Speaking to Persuade	Selection Vocabulary <i>desert, engine, exclaimed, island, jumpy, parachute, stubborn, travel, troubles, tunnel</i> Oral Vocabulary <i>complain, delighted, horizon, lonely, pleaded, shelter</i> Domain-Specific Vocabulary <i>railroad, pilot, motion</i> Vocabulary Strategies Define Words	Spelling Principle Words with Long <i>e</i> Spelling Words Basic: <i>me, be, read, feet, tree, keep, eat, mean, sea, these</i> Challenge: <i>street, please</i>	Grammar Skill Compound Sentences • Produce and Expand Compound Sentences How English Works Text Cohesion	Language Skills and Strategies Collaborate: Ask and Answer <i>wh-</i> Questions and Listen Attentively Interpret: Distinguish the Effects of Words Produce: Write a Report How English Works: Create Compound Sentences Vocabulary Network: Words about Travel	Writing Mode Narrative Writing Writing Form Sentences About Yourself (details) Focus Trait Development Write About Reading Performance Task
18	Anchor Text Where Does Food Come From? Genre: Informational Text Paired Selection Jack and the Beanstalk Genre: Fairy Tale Decodable Reader Selections Ray Trains Dex Sweet Treats What Will We Do? Let’s Eat	Target Skill Author’s Purpose Target Strategy Summarize Supporting Skills Conclusions	Phonemic Awareness Substitute Phonemes: Medial Substitute Phonemes: Final Phonics Vowel Pairs <i>ai, ay</i> Contractions <i>’ll, ’d</i> Phonograms <i>-ay, -ain</i>	Fluency Expression High-Frequency Words <i>first, food, ground, right, sometimes, these, under, your</i>	Read Aloud The Three Wishes Listening/Speaking: Listening Comprehension Speaking and Listening Skill Using Visuals	Selection Vocabulary <i>chocolate, favorite, paddies, vegetables</i> Oral Vocabulary <i>disappointed, eagerly, fancy, scampered, slippery, spotted</i> Domain-Specific Vocabulary <i>crop, livestock, orchard</i> Vocabulary Strategies Multiple-Meaning Words	Spelling Principle Vowel Pairs <i>ai, ay</i> Spelling Words Basic: <i>play, grain, sail, mail, may, rain, way, day, stay, pain</i> Challenge: <i>paint, spray</i>	Grammar Skill Names of Months, Days, and Holidays • Commas in Dates How English Works Verb Tenses	Language Skills and Strategies Collaborate: Offer Opinions Using Learned Phrases Interpret: Distinguish Effects of Words Produce: Plan a Speech How English Works: Condense Ideas in Simple Ways Vocabulary Network: Words about Travel	Writing Mode Narrative Writing Writing Form Friendly Letter Focus Trait Conventions Write About Reading 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 Tomás Rivera Genre: Biography	Target Skill Sequence of Events	Phonemic Awareness Substitute Phonemes: Medial Distinguish Vowel Sounds Combine, Segment Syllables	Fluency Intonation	Read Aloud Christina’s Work	Selection Vocabulary <i>Tomás Rivera, Texas, born, library, people, stories, family, teacher</i>	Spelling Principle Vowel Pairs <i>oa, ow</i>	Grammar Skill Future Tense • Future Tense Using <i>will</i> • Future Tense Using <i>going to</i>	Language Skills and Strategies Collaborate: Gain and/or Hold the Floor Interpret: Describe Characters Produce: Write a Description How English Works: Understand Text Organization Vocabulary Network: Words about History	Writing Mode Narrative Writing
	Paired Selection Life Then and Now Genre: Informational Text	Target Strategy Monitor/Clarify		High-Frequency Words <i>done, great, laugh, paper, soon, talk, were, work</i>	Listening/Speaking: Listening Comprehension	Oral Vocabulary <i>author, exactly, incomplete, permission, signature, welcomed</i>	Spelling Words: Basic: <i>show, row, grow, low, blow, snow, boat, coat, road, toad</i> Challenge: <i>flown, toast</i>			Writing Form Personal Narrative
	Decodable Reader Selections It Was Snow Fun Boat Rides Fun with Gram Rex Knows	Supporting Skills Using Context	Phonics Vowel Pairs <i>oa, ow</i> Contractions ‘ <i>ve</i> , ‘ <i>re</i> Phonograms <i>-ow, -oat</i>			Domain-Specific Vocabulary <i>invention, artifact, country</i>		How English Works Noun Phrases		Focus Trait Organization
						Vocabulary Strategies Synonyms				Write About Reading Performance Task
20	Anchor Text Little Rabbit’s Tale Genre: Folktale	Target Skill Cause and Effect	Phonemic Awareness Combine, Segment Syllables Recognize Syllables Identify Phonemes: Medial	Fluency Rate	Read Aloud Chicken Little	Selection Vocabulary <i>apple, Beaver, Goose, happily ever after, oh, says, sky, told</i>	Spelling Principle: Compound Words	Grammar Skill Prepositions and Prepositional Phrases • Prepositional Phrases for <i>where</i> • Prepositional Phrases for <i>when</i>	Language Skills and Strategies Collaborate: Offer Opinions Using Open Responses; Elaborate on an Idea and Negotiate with Others Interpret: Ask and Answer Questions Produce: Plan a Presentation How English Works: Understand Linking Words Vocabulary Network: Words about Helping a Friend	Writing Mode Narrative Writing
	Paired Selection Silly Poems Genre: Poetry	Target Strategy Infer/Predict		High-Frequency Words <i>door, more, mother, old, try, use, want, wash</i>	Listening/Speaking: Listening Comprehension	Oral Vocabulary <i>calf, flooded, meadow, rippled, swarm, wade</i>	Spelling Words: Basic: <i>bedtime, sunset, bathtub, sailboat, flagpole, backpack, playpen, raincoat, inside, himself</i> Challenge: <i>rowboat, homemade</i>			Writing Form Personal Narrative
	Decodable Reader Selections Bedtime for Ray Pancake Ran A Springtime Rain Rosebud	Supporting Skills Story Lesson	Phonics Compound Wgrds Short Vowel /e/ <i>ea</i>		Speaking and Listening Skill Use Sensory Words and Words About Feelings	Domain-Specific Vocabulary <i>respect, opinion, kindness</i>		How English Works Text Structure		Focus Trait Development
						Vocabulary Strategies Compound Words				Write About Reading Performance Task
Performance Task	Anchor Text The Big Trip Genre: Fantasy							Grammar Review Sentences, Compound Sentences, End Marks		Writing Mode Opinion Writing
										Writing Form Book Report
Extended Reading	Trade Book Amazing Whales Genre: Informational Text	Target Strategies Visualize Monitor/Clarify Analyze/Evaluate		Fluency Expression, Accuracy	Read Aloud Amazing Animals!	Content Vocabulary Words <i>blue whale, basketball court, softballs, mammal, sperm whale, mile, giant squid, baleen, humpback whale, right whale, destroy, scientists</i>	Integrated Language Arts Review Spelling Principles Review	Integrated Language Arts Review Compound Sentences, Prepositions, Verb Tenses, Subjects and Verbs, Proper Nouns		Collaborative Project Amazing Animals Class Chapter Book
					Collaborative Project Amazing Animals Class Chapter Book: Discuss, Present, Reflect	Domain-Specific Vocabulary <i>habitat, migration, trapped, wildlife</i>			Write About Media	
										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 The Garden Genre: Fantasy Paired Selection Garden Good Guys Genre: Informational Text Decodable Reader Selections Mark Shark Clark’s Part At the Shore More Fun for Jake	Target Skill Story Structure Target Strategy Analyze/Evaluate Supporting Skills Repetition	Phonemic Awareness Substitute Vowel Sounds Segment Syllables Blend Syllables Add Phonemes Phonics <i>r</i>-Controlled Vowel <i>ar</i> <i>r</i>-Controlled Vowels <i>or, ore</i> Phonograms <i>-ar, -ore</i>	Fluency Phrasing: Natural Pauses High-Frequency Words <i>few, night, loudly, window, noise, story, shall, world</i>	Read Aloud Grandpa’s Tree Listening/Speaking: Listening Comprehension Speaking and Listening Skill Giving Clear Explanations	Selection Vocabulary <i>candles, frightened, poems, shouted, of course</i> Oral Vocabulary <i>clever, clues, detectives, poked, sneaky, whispered</i> Domain-Specific Vocabulary <i>prune, flower, pollen</i> Vocabulary Strategies Prefix <i>re-</i>	Spelling Principle <i>r</i>-Controlled Vowel <i>ar</i> Spelling Words Basic: <i>far, arm, yard, art, jar, bar, barn, bark, card, yarn</i> Challenge: <i>smart, chart</i>	Grammar Skill Subject Pronouns • Pronouns That Name One • Pronouns That Name More Than One How English Works Prepositional Phrases	Language Skills and Strategies Collaborate: Gain and/or Hold the Floor Interpret: Describe Text Elements: Problem/ Solution Produce: Write a Story How English Works: Use Past Tense Verbs Vocabulary Network: Words about Gardens	Writing Mode Narrative Writing Writing Form Story Sentences (dialogue) Focus Trait Development Write About Reading Performance Task
22	Anchor Text Amazing Animals Genre: Informational Text Paired Selection The Ugly Duckling Genre: Folktale Decodable Reader Selections See the Birds A Bath for Mert Fox and Crow Meet Gert	Target Skill Conclusions Target Strategy Visualize Supporting Skills Using Context	Phonemic Awareness Substitute Vowel Sounds Segment Syllables Blend Syllables Phonics <i>r</i>-Controlled Vowels <i>er, ir, ur</i>	Fluency Accuracy: Connected Text High-Frequency Words <i>baby, begins, eight, follow, learning, until, years, young</i>	Read Aloud How Bat Learned to Fly Listening/Speaking: Listening Comprehension	Selection Vocabulary <i>amazing, camel, color, dolphin, polar bear, porcupine, toes</i> Oral Vocabulary <i>misty, promised, receive, roamed, slender, sparkling</i> Domain-Specific Vocabulary <i>gills, skeleton, organ</i> Vocabulary Strategies Using a Dictionary Entry	Spelling Principle <i>r</i>-Controlled Vowels <i>er, ir, ur</i> Spelling Words Basic: <i>her, fern, girl, sir, stir, bird, fur, hurt, turn, third</i> Challenge: <i>curl, first</i>	Grammar Skill The Pronouns <i>I</i> and <i>me</i> How English Works Verb Tenses	Language Skills and Strategies Collaborate: Greet Others; Provide Counterarguments Interpret: Describe Words Used to Present Ideas Produce: Plan a Speech How English Works: Expand Noun Phrases; Use Irregular Plural Nouns Vocabulary Network: Words about Animal Characteristics	Writing Mode Narrative Writing Writing Form Story Sentences Focus Trait Development Write About Reading Performance Task Research/Media Literacy Using Text Features
23	Anchor Text Whistle for Willie Genre: Realistic Fiction Paired Selection Pet Poems Genre: Poetry Decodable Reader Selections Look at This! Two Good Cooks Good Homes Big Problems	Target Skill Cause and Effect Target Strategy Monitor/Clarify Supporting Skills Figurative Language	Phonemic Awareness Substitute Vowel Sounds Segment Syllables Phonics Vowel Digraph /<i>oo</i>/ <i>oo</i> Syllable Pattern CVC	Fluency Stress High-Frequency Words <i>again, along, began, boy, father, house, nothing, together</i>	Read Aloud Around the World in a Day Listening/Speaking: Listening Comprehension Speaking and Listening Skill Speaking to Express Opinions	Selection Vocabulary <i>carton, empty, errand, grocery, happened, pocket, shadow, whirled</i> Oral Vocabulary <i>accent, behave, gooey, siesta, sizzling, translated</i> Domain-Specific Vocabulary <i>shelter, caregiver, exercise</i> Vocabulary Strategies Define Words	Spelling Principle Vowel Digraph <i>oo</i> Spelling Words Basic: <i>look, book, good, hook, brook, took, foot, shook, wood, hood</i> Challenge: <i>crook, hoof</i>	Grammar Skill Possessive Pronouns • Using <i>my, your, his,</i> and <i>her</i> • Using <i>mine, yours, his,</i> and <i>hers</i> How English Works Prepositional Phrases	Language Skills and Strategies Collaborate: Ask and Answer Yes-No Questions; Follow Rules for Taking Turns Interpret: Distinguish the Effects of Words Produce: Write a Response How English Works: Use Prepositional Phrases to Add Details Vocabulary Network: Words about Pets	Writing Mode Narrative Writing Writing Form Story Summary Focus Trait Organization Write About Reading 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 A Tree Is a Plant Genre: Informational Text Paired Selection Grow, Apples, Grow! Genre: Informational Text Decodable Reader Selections Moose’s Tooth Moon News Boot’s Clues Red Zed and Blue Stu	Target Skill Sequence of Events Target Strategy Question Supporting Skills Figurative Language	Phonemic Awareness Substitute Vowel Sounds Segment Syllables Phonics Vowel Digraphs/Spelling Patterns: <i>oo, ou, ew</i> More Spellings for /oo/: <i>ue, u, u_e</i>	Fluency Expression High-Frequency Words <i>ready, country, soil, kinds, earth, almost, covers, warms</i>	Read Aloud Visiting Butterflies Listening/Speaking: Listening Comprehension	Selection Vocabulary <i>adult, blossoms, center, hundreds</i> Oral Vocabulary <i>completely, gentle, lonely, recognize, reflection, settle</i> Domain-Specific Vocabulary <i>oxygen, nutrients, reproduce</i> Vocabulary Strategies Multiple-Meaning Words	Spelling Principle Vowel Digraphs <i>oo, ou, ew</i> Spelling Words Basic: <i>soon, new, noon, zoo, boot, too, moon, blew, soup, you</i> Challenge: <i>grew, scoop</i>	Grammar Skill Indefinite Pronouns How English Works Text Structure	Language Skills and Strategies Collaborate: Gain and/or Hold the Floor Interpret: Distinguish Effects of Words Produce: Plan a Presentation How English Works: Create Compound Sentences; Combine Clauses to Show Cause and Effect Vocabulary Network: Words about Trees	Writing Mode Narrative Writing Writing Form Story Focus Trait Development Write About Reading Performance Task Research/Media Literacy Life Cycle Report
25	Anchor Text The New Friend Genre: Realistic Fiction Paired Selection Symbols of Our Country Genre: Informational Text Decodable Reader Selections Down on the Farm Scout and Count Dawn’s Voice Shawn’s Toys	Target Skill Understanding Characters Target Strategy Summarize Supporting Skills Narrator	Phonemic Awareness Substitute Vowel Sounds Identify Syllables Segment Syllables Add Phonemes Phonics Vowel Combinations <i>ou, ow</i> Vowel Combinations <i>oi, oy, au, aw</i>	Fluency Phrasing: Attention to Punctuation High-Frequency Words <i>buy, city, family, myself, party, please, school, seven</i>	Read Aloud Señor Coyote, the Judge Listening/Speaking: Listening Comprehension Speaking and Listening Skill Speaking About a Topic	Selection Vocabulary <i>brushes, crates, crew, pails, rejoined, repaid, seventh, soccer, unloaded, unpack</i> Oral Vocabulary <i>blossom, ledge, lugging, shady, shallow, cavern</i> Domain-Specific Vocabulary <i>diversity, culture, society</i> Vocabulary Strategies Synonyms with Introduction to Thesaurus	Spelling Principle Vowel Combinations <i>ou, ow</i> Spelling Words Basic: <i>how, now, cow, owl, ouch, house, found, out, gown, town</i> Challenge: <i>shout, power</i>	Grammar Skill Contractions • Contractions with <i>not</i> • Contractions with Pronouns How English Works Condensing Ideas	Language Skills and Strategies Collaborate: Ask and Answer Questions Interpret: Describe Text Elements: Character Produce: Write a Retelling How English Works: Condense Ideas in Simple Ways and by Embedding Clauses Vocabulary Network: Words about Our Country	Writing Mode Narrative Writing Writing Form Story Focus Trait Conventions Write About Reading Performance Task
Performance Task	Anchor Text Amazing Animals Genre: Informational Text Paired Selection Garden Good Guys Genre: Informational Text							Grammar Review Sentences, Pronouns, Quotation Marks		Writing Mode Narrative Writing Writing Form 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 The Dot Genre: Realistic Fiction	Target Skill Compare and Contrast	Phonemic Awareness Substitute Vowel Sounds Identify Syllables Segment Syllables	Fluency Accuracy: Self-Correct	Read Aloud The Art Contest	Selection Vocabulary <i>blank, gazing, noticed, squiggle, straight, swirly</i>	Spelling Principle Base Words ending in <i>-ed, -ing</i>	Grammar Skill Exclamations • What Is an Exclamation? • Writing Exclamations • Using Determiners in Exclamations	Language Skills and Strategies Collaborate: Respond Using Gestures, Words, and Phrases; Follow Rules for Talking Interpret: Ask and Answer Questions Produce: Plan a Presentation How English Works: Understand Text Structure Vocabulary Network: Words about Art	Writing Mode Opinion Writing Writing Form Opinion Sentences Focus Trait Conventions Write About Reading Performance Task Research/Media Literacy Ask and Answer Questions: Using Information from Media
	Paired Selection Artists Create Art! Genre: Biography	Target Strategy Monitor/Clarify	Phonics Base Words (CVCe, CVC) with Endings <i>-ed, -ing</i> Long e Spelling Patterns <i>y, ie</i>	High-Frequency Words <i>above, bear, even, pushed, studied, surprised, teacher, toward</i>	Listening/Speaking: Listening Comprehension	Oral Vocabulary <i>field, magical, shrubbery, softly, universe, wondrous</i>	Spelling Words Basic: <i>mix, mixed, hop, hopped, hope, hoping, run, running, use, used</i> Challenge: <i>writing, grabbed</i>	How English Works Connecting Ideas		
	Decodable Reader Selections Bears Hiding and Seeking Henry and Dad Go Camping Speedy and Chase	Supporting Skills Figurative Language				Domain-Specific Vocabulary <i>canvas, pottery, watercolor</i>	Vocabulary Strategies Figurative Language (Idioms)			
27	Anchor Text What Can You Do? Genre: Informational Text	Target Skill Author’s Purpose	Phonemic Awareness Segment Syllables Identify Syllables	Fluency Intonation	Read Aloud The Shoemaker and the Elves	Selection Vocabulary <i>binoculars, captain, computers, float, something</i>	Spelling Principle Base Words ending in <i>-er, -est</i>	Grammar Skill Kinds of Sentences • Statement, Question, Exclamation, or Command? • Four Kinds of Sentences • Produce and Expand Sentences	Language Skills and Strategies Collaborate: Ask and Answer wh- Questions and Listen Attentively Interpret: Describe Ideas Produce: Write an Exposition How English Works: Use Connecting Words Vocabulary Network: Words about Trying Your Best	Writing Mode Opinion Writing Writing Form Opinion Sentences Focus Trait Conventions Write About Reading Performance Task Research/Media Literacy How-To Report
	Paired Selection The Wind and the Sun Genre: Fable	Target Strategy Analyze/Evaluate	Phonics Base Words/Inflections <i>-er, -est</i> (change <i>y</i> to <i>i</i>) Syllable <i>-le</i>	High-Frequency Words <i>always, different, enough, happy, high, near, once, stories</i>	Listening/Speaking: Listening Comprehension	Oral Vocabulary <i>cobweb, demanded, dreadful, grumbled, panted, terrified</i>	Spelling Words Basic: <i>hard, harder, hardest, fast, faster, fastest, slow, slower, slowest, sooner</i> Challenge: <i>shorter, shortest</i>	How English Works Condensing Ideas		
	Decodable Reader Selections The Three Races Seed Sisters The Fox and the Grapes Jingle, Jangle, and Jiggle	Supporting Skills Using Context				Domain-Specific Vocabulary <i>motivation, explore, leader</i>	Vocabulary Strategies Classify and Categorize: Emotion Words			
28	Anchor Text The Kite Genre: Fantasy	Target Skill Story Structure	Phonemic Awareness Segment Syllables Delete Phonemes	Fluency Phrasing: Natural Pauses	Read Aloud A Hopeful Song	Selection Vocabulary <i>junk, laughter, perhaps</i>	Spelling Principle Spelling Patterns <i>igh, y, ie</i> (long <i>i</i>)	Grammar Skill Kinds of Adjectives • Adjectives for Taste and Smell • Adjectives for Sound and Texture	Language Skills and Strategies Collaborate: Offer Opinions Using Open Responses Interpret: Describe Language Used to Present an Idea Produce: Plan a Speech How English Works: Use Verbs and Verb Types; Recognize and Use Future Tense Verbs Vocabulary Network: Words about Weather Changes	Writing Mode Opinion Writing Writing Form Opinion Sentences Focus Trait Elaboration Write About Reading Performance Task
	Paired Selection Measuring Weather Genre: Informational Text	Target Strategy Infer/Predict	Phonics Long <i>i</i> Spelling Patterns <i>igh, y, ie</i> Base Words/Inflections <i>-ed, -ing, -er, -est, -es</i> Phonograms <i>-ight, -y</i>	High-Frequency Words <i>across, ball, cried, head, heard, large, second, should</i>	Listening/Speaking: Listening Comprehension	Oral Vocabulary <i>assures, audience, chorus, determined, enthusiasm, stomped</i>	Spelling Words Basic: <i>my, try, sky, fly, by, dry, pie, cried, night, light</i> Challenge: <i>myself, brighter</i>	How English Works Verb Tenses		
	Decodable Reader Selections Sally Jane and Beth Ann Ty and Big Gilly Bird Watching Benches	Supporting Skills Genre: Fantasy			Speaking and Listening Skill Compare and Contrast Stories	Domain-Specific Vocabulary <i>degrees, temperature, climate</i>	Vocabulary Strategies Homographs			

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 Hi! Fly Guy Genre: Chapter Book	Target Skill Understanding Characters	Phonemic Awareness Segment Syllables Delete Phonemes Distinguish Vowel Sounds	Fluency Expression	Read Aloud A Stone Goes to Court	Selection Vocabulary <i>award, chapter, fancy, guy, rescue</i>	Spelling Principle Suffixes <i>-ly, -y, -ful</i>	Grammar Skill Adverbs • Adverbs for <i>How</i> and <i>Where</i> • Adverbs for <i>When</i> and <i>How Much</i>	Language Skills and Strategies Collaborate: Gain and/or Hold the Floor Interpret: Distinguish the Effects of Words Produce: Write a Drama How English Works: Expand Noun Phrases; Recognize and Use Possessive Nouns Vocabulary Network: Words about Insects	Writing Mode Opinion Writing
	Paired Selection Busy Bugs Genre: Poetry	Target Strategy Visualize		High-Frequency Words <i>caught, took, listen, thought, minute, beautiful, idea, friendship</i>	Listening/Speaking: Listening Comprehension	Oral Vocabulary <i>corner, disguised, mystery, seriously, signs, solve</i>	Spelling Words Basic: <i>sad, sadly, slow, slowly, dust, dusty, trick, tricky, help, helpful</i> Challenge: <i>quickly, hopeful</i>			Writing Form Opinion Paragraph
	Decodable Reader Selections Quiz Game Jack and the Beans Ruth's Day Stew for Peg	Supporting Skills Author's Word Choice	Phonics Suffixes <i>-ful, -ly, -y</i> Long Vowel Spelling Patterns: <i>a, e, i, o, u</i>		Speaking and Listening Skill Using Visuals	Domain-Specific Vocabulary <i>larva, antennae, thorax</i>		How English Works Text Structure		Focus Trait Evidence
						Vocabulary Strategies Prefix <i>un-</i>				Write About Reading Performance Task
30	Anchor Text Winners Never Quit! Genre: Narrative Nonfiction	Target Skill Main Idea and Details	Phonemic Awareness Segment Syllables	Fluency Rate: Adjust Reading Rate to Purpose	Read Aloud The Parts of the House Have a Fight	Selection Vocabulary <i>already, dribbled, goalie, rather</i>	Spelling Principle Syllable Pattern CV	Grammar Skill Adjectives That Compare • Adjectives with <i>er</i> and <i>est</i> • Using the Right Adjective	Language Skills and Strategies Collaborate: Offer Opinions Using Learned Phrases; Elaborate on an Idea and Negotiate with Others Interpret: Distinguish the Effects of Word Choice Produce: Plan a Speech How English Works: Use Prepositional Phrases to Add Detail Vocabulary Network: Words about Teamwork	Writing Mode Opinion Writing
	Paired Selection Be a Team Player Genre: Informational Text	Target Strategy Summarize	Phonics Syllable Pattern CV Prefixes <i>un-, re-</i>	High-Frequency Words <i>brothers, everyone, field, loved, most, only, people, sorry</i>	Listening/Speaking: Listening Comprehension	Oral Vocabulary <i>mightiest, show-off, waste, wild, wobble, careful</i>	Spelling Words Basic: <i>even, open, begin, baby, tiger, music, paper, zero, table, below</i> Challenge: <i>because, silent</i>	How English Works Connecting Ideas		Writing Form Opinion Paragraph
	Decodable Reader Selections Amy Ant Julie and Jason Home at Last Soccer	Supporting Skills Genre: Narrative Nonfiction			Speaking and Listening Skill Ask and Answer Questions: Informational Texts	Domain-Specific Vocabulary <i>cooperation, teamwork, success</i>				Focus Trait Organization
						Vocabulary Strategies Suffix <i>-ly</i>				Write About Reading Performance Task
Performance Task	Anchor Text What Can You Do? Genre: Informational Text Anchor Text Winners Never Quit! Genre: Narrative Nonfiction							Grammar Review Kinds of Sentences, Exclamations, End Marks		Writing Mode Opinion Writing Writing Form Opinion Paragraph
Extended Reading	Trade Book Owl at Home Genre: Fantasy	Target Strategies Infer/Predict Monitor/Clarify Question		Fluency Phrasing, Self-Correction	Read Aloud The Strange Shape Collaborative Project Studying Things in Nature: Discuss, Present, Reflect	Content Vocabulary Words <i>winter, whirled, whooshed, guest, pleasant, kettle, tear, tea, sobbed, following, sailed, shining</i> Domain-Specific Vocabulary <i>nocturnal, prey, beak, claws, swivel</i>	Integrated Language Arts Review Spelling Principles Review	Integrated Language Arts Review Adjectives, Adverbs, Kinds of Sentences, Adjectives That Compare		Collaborative Project Studying Things in Nature Write About Media 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 Henry and Mudge Genre: Realistic Fiction Paired Selection All in the Family Genre: Informational Text Decodable Readers We Camp The Picnic Ants	Target Skill Sequence of Events Target Strategy Infer/Predict Second Read Skill Author’s Word Choice	Phonemic Awareness Identify Phonemes Syllables in Spoken Words Phonics Short Vowels <i>a, i</i> CVC Syllable Pattern	Fluency Accuracy: Word Recognition High-Frequency Words <i>around, be, five, help, next, or, pull, take, until, walked</i>	Read Aloud The Perfect Pet Listening/Speaking: Recount Key Details Speaking and Listening Skill Holding a Conversation	Target/Academic Vocabulary <i>curly, straight, floppy, drooled, weighed, stood, collars, row</i> Domain-Specific Vocabulary <i>traits, offspring, inherit</i> Apply Vocabulary Knowledge Use a Dictionary Vocabulary Strategies Alphabetical Order	Spelling Principle Short Vowels <i>a, i</i> Spelling Words Basic: <i>sad, dig, jam, glad, list, win, flat, if, fix, rip, kit, mask</i> Review: <i>as, his</i> Challenge: <i>sandwich, picnic</i>	Grammar Skill Subjects and Predicates How English Works Text Structure	Language Skills and Strategies Collaborate: Ask and Answer Questions Interpret: Text Elements: Character Produce: Recount Experiences How English Works: Identify and Use Common Nouns Vocabulary Network: Words About Dogs	Writing Mode Narrative Writing Writing Form Sentences That Tell a True Story Focus Trait Elaboration Write About Reading Performance Task
2	Anchor Text My Family Genre: Informational Text Paired Selection Family Poetry “Everybody Says” by Dorothy Aldis “Abuelita’s Lap” by Pat Mora “Grandpa’s Stories” by Langston Hughes Genre: Poetry Decodable Readers Bud, Ben, and Roz The Funny Hat Contest	Target Skill Compare and Contrast Target Strategy Question Second Read Skill Informational Text	Phonemic Awareness Identify Phonemes Syllables in Spoken Words Phonics Short Vowels <i>o, u, e</i> CVC Syllable Pattern	Fluency Accuracy: Words in Connected Text High-Frequency Words <i>bring, children, comes, do, family, like, make, those, use, with</i>	Read Aloud More Than a Best Friend Listening/Speaking: Ask Questions to Clarify Comprehension Speaking and Listening Skill Answering Questions	Target/Academic Vocabulary <i>remembered, porch, crown, spend, stuck, visit, cousin, piano</i> Domain-Specific Vocabulary <i>conflict, related, siblings, unity, interact</i> Apply Vocabulary Knowledge Guide Words Vocabulary Strategies Using a Glossary	Spelling Principle Short Vowels <i>o, u, e</i> Spelling Words Basic: <i>wet, job, hug, rest, spot, mud, left, help, plum, nut, net, hot</i> Review: <i>get, not</i> Challenge: <i>lunch, spend</i>	Grammar Skill Simple Sentences How English Works Text Cohesion	Language Skills and Strategies Collaborate: Ask and Answer Questions Interpret: Ask and Answer Questions Produce: Write a Speech How English Works: Identify and Use Proper Nouns Vocabulary Network: Words About Weather	Writing Mode Narrative Writing Writing Form Friendly Letter Focus Trait Development Write About Reading Performance Task
3	Anchor Text Dogs Genre: Informational Text Paired Selection Helping Paws Genre: Informational Text Decodable Readers City Ride Mice Can Race	Target Skill Author’s Purpose Target Strategy Analyze/Evaluate Second Read Skill Compare and Contrast	Phonemic Awareness Blend Phonemes Sort Phonemes Phonics Long Vowels <i>a, i</i> Sounds for <i>c</i>	Fluency Accuracy: Self-Correct High-Frequency Words <i>city, full, no, think, other, places, put, school, sing, think, this</i>	Read Aloud Choosing a Pet Listening/Speaking: Main Idea and Details, Supporting Details Speaking and Listening Skill Share an Experience	Target/Academic Vocabulary <i>hairy, litter, canned, clipped, stayed, coat, chews, mammals</i> Domain-Specific Vocabulary reproduce, characteristic, canine, adapt Apply Vocabulary Knowledge Use a Glossary Vocabulary Strategies Multiple-Meaning Words	Spelling Principle Long Vowels <i>a, i</i> Spelling Words Basic: <i>cake, mine, plate, size, ate, grape, prize, wipe, race, line, pile, rake</i> Review: <i>gave, bike</i> Challenge: <i>mistake, while</i>	Grammar Skill Kinds of Sentences How English Works Text Structure	Language Skills and Strategies Collaborate: Agree or Disagree; Affirm Others Interpret: Describe Ideas Produce: Write a Story How English Works: Link Ideas Vocabulary Network: Words About Caring for Dogs	Writing Mode Narrative Writing Writing Form Sentences That Describe Focus Trait Elaboration Write About Reading 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
4	Anchor Text Diary of a Spider Genre: Humorous Fiction	Target Skill Cause and Effect	Phonemic Awareness Segment, Substitute Phonemes Sort Phonemes	Fluency Intonation	Read Aloud Bats: Beastly or Beautiful?	Target/Academic Vocabulary <i>rotten, sticky, insects, scare, judge, screaming, dangerous, breeze</i>	Spelling Principle Long Vowels <i>o, u</i>	Grammar Skill What Is a Noun?	Language Skills and Strategies	Writing Mode Narrative Writing
	Paired Selection A Swallow and a Spider Genre: Fable	Target Strategy Summarize		High-Frequency Words <i>mind, could, today, play, cheer, hello, read, see, by, hundred</i>	Speaking/Listening: Recount Key Ideas	Domain-Specific Vocabulary <i>appreciate, compliment, cooperate, peer</i>	Spelling Words Basic: <i>doze, nose, use, rose, pole, close, cute, woke, mule, rode, role, tune</i>	How English Works Text Structure	Collaborate: Give Instructions; Add Relevant Information	Writing Form True Story
	Decodable Readers A Bed of Roses Swim Like a Frog	Second Read Skill Figurative Language	Phonics Long Vowels <i>o, u, e</i> Sounds for <i>g</i>			Apply Vocabulary Knowledge Multiple Entries	Review: <i>home, joke</i> Challenge: <i>wrote, ice cube</i>		Interpret: Evaluate Language Choices	Focus Trait Development
						Vocabulary Strategies Context Clues			Produce: Prepare a Speech	Write About Reading Performance Task
									How English Works: Connect Ideas	Research/Media Literacy Brainstorming
5	Anchor Text Teacher’s Pets Genre: Realistic Fiction	Target Skill Story Structure	Phonemic Awareness Segment Phonemes	Fluency Phrasing: Punctuation	Read Aloud Lester	Target/Academic Vocabulary <i>share, noticed, suddenly, bursting, noises, wonderful, quiet, sprinkled</i>	Spelling Principle Consonant Blends with <i>r, l, s</i>	Grammar Skill Singular and Plural Nouns	Language Skills and Strategies	Writing Mode Narrative Writing
	Paired Selection See Westburg by Bus! Genre: Informational Text	Target Strategy Visualize	Phonics Consonant Blends with <i>r, l, s</i>	High-Frequency Words <i>table, says, little, find, both, cold, long, green, we, eat</i>	Speaking/Listening: Recount Beginning, Middle, Ending	Domain-Specific Vocabulary <i>community, diagram, suburb</i>	Spelling Words Basic: <i>spin, clap, grade, swim, place, last, test, skin, drag, glide, just, stage</i>	How English Works Noun Phrases	Collaborate: Offering Opinions	Writing Form True Story
	Decodable Readers Flint Cove Clambake The Stop and Spend Sale	Second Read Skill Author’s Word Choice				Apply Vocabulary Knowledge Use A Digital Dictionary	Review: <i>slip, drive</i> Challenge: <i>climb, price</i>		Interpret: Distinguish Effect of Word Choices	Focus Trait Organization
						Vocabulary Strategies Base Words and Endings <i>-ed, -ing</i>			Produce: Write a Short Play	Write About Reading Performance Task
									How English Works: Expand Sentences Using Prepositions	Research/Media Literacy Making a Choice
									Vocabulary Network: Words About Community	
Performance Task	Anchor Text My Family Genre: Informational Text							Grammar Review What Is a Noun?, Types of Sentences		Writing Mode Narrative Writing
	Anchor Text Dogs Genre: Informational Text									Writing Form 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 Animals Building Homes Genre: Informational Text	Target Skill Text and Graphic Features	Phonemic Awareness Identify Phonemes	Fluency Expression	Read Aloud City Life Is for the Birds	Target/Academic Vocabulary <i>beaks, break, deepest, hang, pond, shaped, winding, branches</i>	Spelling Principle Common Final Blends <i>nd, ng, nk, nt, ft, xt, mp</i>	Grammar Skill More Plural Nouns	Language Skills and Strategies	Writing Mode Informative Writing
	Paired Selection Whose Home Is This? Genre: Informational Text	Target Strategy Question	Phonics Common Final Blends <i>nd, ng, nk, nt, ft, xt, mp</i>	High-Frequency Words <i>bear, work, animals, know, most, myself, sleep, second, three, she</i>	Speaking/Listening: Ask and Answer Questions	Domain-Specific Vocabulary <i>habitat, shelter, pasture</i>	Spelling Words Basic: <i>next, end, camp, sank, sing, drink, hunt, stand, long, stamp, pond, bring</i> Review: <i>jump, left</i> Challenge: <i>young, friend</i>	How English Works Prepositional Phrases	Collaborate: Offering Opinions Interpret: Distinguish Effects of Language Choices Produce: Plan a Presentation How English Works: Connect Ideas Vocabulary Network: Words About Animal Homes	Writing Form Informational Paragraph Focus Trait Purpose Write About Reading Performance Task Research/Media Literacy Research Starts with a Question
	Decodable Readers A Job for Bob Baby Animals	Second Read Skill Using Context				Apply Vocabulary Knowledge Use a Dictionary				
						Vocabulary Strategies Base Words and Prefixes <i>un-, re-</i>				
7	Anchor Text The Ugly Vegetables Genre: Realistic Fiction	Target Skill Conclusions	Phonemic Awareness Sort Phonemes Identify Medial Phonemes	Fluency Accuracy: Connected Text	Read Aloud Trouble in the Lily Garden	Target/Academic Vocabulary <i>blooming, muscles, nodded, plain, scent, shovels, tough, wrinkled</i>	Spelling Principle Double Consonants and <i>ck</i>	Grammar Skill Proper Nouns	Language Skills and Strategies	Writing Mode Informative Writing
	Paired Selection They Really Are GIANT! Genre: Informational Text	Target Strategy Analyze/Evaluate	Phonics Double Consonants and <i>ck</i> Double Consonants (CVC)	High-Frequency Words <i>pictures, air, pretty, told, window, funny, try, he, cried, car</i>	Speaking/Listening: Answer Using Complete Sentences	Domain-Specific Vocabulary <i>nutrients, seedling, solar energy</i>	Spelling Words Basic: <i>dress, spell, class, full, add, neck, stuck, kick, rock, black, trick, doll</i> Review: <i>will, off</i> Challenge: <i>across, pocket</i>	How English Works Text Cohesion	Collaborate: Offer Opinions Interpret: Analyze Descriptive Details Produce: Write an Explanation How English Works: Understand Personal Pronouns Vocabulary Network: Words About Gardening	Writing Form Informational Paragraph Focus Trait Organization Write About Reading Performance Task
	Decodable Readers Jill and Mack Rabbit’s Muffins	Second Read Skill Story Structure			Speaking and Listening Skill Communication Game	Apply Vocabulary Knowledge Dictionary Skills: Discuss Example Sentences (punctuation and style of sentences)				
						Vocabulary Strategies Homophones				
8	Anchor Text Super Storms Genre: Informational Text	Target Skill Main Ideas and Details	Phonemic Awareness Substitute Phonemes Syllables in Spoken Words	Fluency Rate	Read Aloud Floods: Dangerous Waters	Target/Academic Vocabulary <i>flash, equal, damage, reach, pounding, prevent, beware, bend</i>	Spelling Principle Consonant Digraphs <i>th, sh, wh, ch, tch</i>	Grammar Skill What Is a Verb?	Language Skills and Strategies	Writing Mode Informative Writing
	Paired Selection Weather Poems “Night Drumming for Rain” “Who Has Seen the Wind” “Weather” Genre: Poetry	Target Strategy Visualize	Phonics Consonant Digraphs <i>th, sh, wh, ch, tch, ph</i> Base Words and Endings <i>-s, -ed, -ing</i>	High-Frequency Words <i>few, people, eye, high, my, open, yellow, happy, starts, before</i>	Speaking/Listening: Describe Key Details	Domain-Specific Vocabulary <i>lightning, precipitation, water vapor</i>	Spelling Words Basic: <i>dish, than, chest, such, thin, push, shine, chase, white, while, these, flash</i> Review: <i>which, then</i> Challenge: <i>catch, thumb</i>	How English Works Text Structure	Collaborate: Express Likes and Dislikes; Provide Counterarguments Interpret: Listen Actively Produce: Plan a Presentation How English Works: Recognize and Use Adjectives Vocabulary Network: Words About Storms	Writing Form Informational Paragraph Focus Trait Evidence Write About Reading Performance Task Research/Media Literacy Choosing a Research Topic
	Decodable Readers Splish! Splash! Whales Drifting Up, Up, Up	Second Read Skill Cause and Effect				Apply Vocabulary Knowledge Use a Glossary				
						Vocabulary Strategies Compound Words				

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 How Chipmunk Got His Stripes Genre: Folktale Paired Selection Why Rabbits Have Short Tails Genre: Traditional Tale Decodable Readers Maybe So Racing Away!	Target Skill Understanding Characters Target Strategy Summarize Second Read Skill Author's Word Choice	Phonemic Awareness Add Phonemes Syllables in Spoken Words Phonics Base Words and Endings -ed, -ing CV Syllable Pattern	Fluency Phrasing: Punctuation High-Frequency Words <i>kept, would, afraid, own, show, might, why, many, for, dark</i>	Read Aloud On Thin Ice Speaking/Listening: Recount Key Details Speaking and Listening Skill Listen to Compare and Contrast	Target/Academic Vocabulary <i>curled, direction, healed, height, toward, tunnel, tease, brag</i> Domain-Specific Vocabulary <i>tradition, culture, literature</i> Apply Vocabulary Knowledge Use a Digital Dictionary Vocabulary Strategies Synonyms	Spelling Principle Base Words with Endings -ed and -ing Spelling Words Basic: <i>liked, using, riding, chased, spilled, making, closed, hoping, baked, hiding, standing, asked</i> Review: <i>mixed, sleeping</i> Challenge: <i>teasing, knocking</i>	Grammar Skill Verbs in the Present How English Works Verb Types	Language Skills and Strategies Collaborate: Offer Opinions Interpret: Describe Text Elements Produce: Write a Retelling How English Works: Use Verbs <i>Was</i> and <i>Were</i> Vocabulary Network: Words About Stories	Writing Mode Informative Writing Writing Form Instructions Focus Trait Purpose Write About Reading Performance Task
	Anchor Text Jellies: The Life of Jellyfish Genre: Informational Text Paired Selection Splash Photography Genre: Informational Text Decodable Readers Let's Have Fun I'm Going to Win	Target Skill Fact and Opinion Target Strategy Monitor/Clarify Second Read Skill Author's Purpose	Phonemic Awareness Add and Delete Phonemes Phonics Contractions	Fluency Stress High-Frequency Words <i>really, you, because, right, go, they, was, me, old, better</i>	Read Aloud Sharks on the Run! Speaking/Listening: Ask for Clarification; Ask and Answer Questions Speaking and Listening Skill Have a Conversation	Target/Academic Vocabulary <i>decide, disgusting, drift, millions, simple, wrapped, choices, weaker</i> Domain-Specific Vocabulary oceanography, gulf, current Apply Vocabulary Knowledge Use a Thesaurus Vocabulary Strategies Base Words and Suffixes -er, -est	Spelling Principle Contractions Spelling Words Basic: <i>I'm, don't, isn't, can't, we'll, it's, I've, didn't, you're, that's, wasn't, you've</i> Review: <i>us, them</i> Challenge: <i>they're, wouldn't</i>	Grammar Skill Verbs in the Present, Past, and Future How English Works Connecting Ideas	Language Skills and Strategies Collaborate: Adapt Language Choices Interpret: Analyze Descriptive Details Produce: Write an Explanation How English Works: Expand Sentences with Prepositions Vocabulary Network: Words About Ocean Animals	Writing Mode Informative Writing Writing Form Instructions Focus Trait Elaboration Write About Reading Performance Task
	Anchor Text Animals Building Homes Genre: Informational Text Anchor Text Jellies: The Life of Jellyfish Genre: Informational Text							Grammar Review More Plural Nouns, Types of Sentences		Writing Mode Informative Writing Writing Form Informational Paragraph
Extended Reading	Trade Book Poppleton in Winter Genre: Fantasy	Target Strategies Infer/Predict Question		Fluency Accuracy, Self-Correction	Read Aloud Our Sleigh Collaborative Project Winter Weather Museum Display: Group Discussion	Content Vocabulary Words <i>icicle, proud, picket, certainly, melted, bust, clay, molding, sleigh, midnight</i> Domain-Specific Vocabulary snowdrift, fleece, scarf, footprints	Integrated Language Arts Review Spelling Principles Review	Integrated Language Arts Review Simple Sentences, Nouns, Types of Sentences, Subjects and Predicates, Verbs	Language Skills and Strategies Collaborate: Adapt Language Choices Interpret: Analyze Text Elements; Evaluate Language Choices Produce: Write a Story; Plan a Readers' Theater How English Works: Use Verb Phrases with Helping Verbs; Expand Noun Phrases to Add Details Vocabulary Network	Collaborative Project Winter Weather Museum Display Write About Media 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 Click, Clack, Moo: Cows That Type Genre: Humorous Fiction	Target Skill Conclusions	Phonemic Awareness Syllables in Spoken Words	Fluency Expression	Read Aloud Don't Play Cards with a Dog in the Room!	Target/Academic Vocabulary <i>problem, impossible, understand, impatient, furious, demand, gathered, believe</i>	Spelling Principle Base Words with Endings -s, -es	Grammar Skill Compound Sentences	Language Skills and Strategies	Writing Mode Opinion Writing
	Paired Selection Talk About Smart Animals!	Target Strategy Infer/Predict	Phonics Base Words and Endings -s, -es	High-Frequency Words <i>another, heard, some, kind, light, hard, more, grow, far, to</i>	Speaking/Listening: Answer questions to deepen understanding	Domain-Specific Vocabulary <i>notify, announce, companion</i>	Spelling Words Basic: <i>hens, eggs, ducks, bikes, boxes, wishes, dresses, names, bells, stamps, dishes, grapes</i>	How English Works Condensing Ideas	Collaborate: Adapt Language Choices Interpret: Analyze Language Choices	Writing Form Persuasive Letter
	Genre: Informational Text	Second Read Skill Author's Word Choice			Speaking and Listening Skill A Class Discussion	Apply Vocabulary Knowledge Guide Words	Review: <i>jets, frogs</i>		Produce: Write an Exposition	Focus Trait Purpose
	Decodable Readers Jess Makes Gifts Cooking with Mom Fox					Vocabulary Strategies Prefixes <i>pre-</i> and <i>mis-</i>	Challenge: <i>stitches, fences</i>		How English Works: Connect Ideas Vocabulary Network: Words About People and Animals	Write About Reading Performance Task
12	Anchor Text Ah, Music! Genre: Informational Text	Target Skill Text and Graphic Features	Phonemic Awareness Substitute Phonemes	Fluency Rate: Adjust Rate to Purpose	Read Aloud Music in the Snow	Target/Academic Vocabulary <i>vibration, concentrate, relieved, creative, performance, tune, expression, volume</i>	Spelling Principle Words with <i>ai, ay</i>	Grammar Skill Expanding/Rearranging Compound Sentences	Language Skills and Strategies	Writing Mode Opinion Writing
	Paired Selection "There's a Hole at the Bottom of the Sea"	Target Strategy Question	Phonics Vowel Digraphs <i>ai, ay</i>	High-Frequency Words <i>along, against, someone, night, part, morning, hold, bird, different, girl</i>	Speaking and Listening: Identify Setting; Understand Characters	Domain-Specific Vocabulary <i>pitch, percussion, creativity</i>	Spelling Words Basic: <i>pay, wait, paint, train, pail, clay, tray, plain, stain, hay, gray, away</i>	How English Works Text Cohesion	Collaborate: Ask for Assistance or Permission; Follow Turn-Taking Rules Interpret: Analyze Language Choices	Writing Form Opinion Paragraph
	Genre: Song	Second Read Skill Fact and Opinion				Apply Vocabulary Knowledge Use a Digital Dictionary	Review: <i>stay, day</i>		Produce: Prepare a Presentation	Focus Trait Organization
	Decodable Readers Trains The Waiting Game					Vocabulary Strategies Idioms	Challenge: <i>raisin, birthday</i>		How English Works: Condense Ideas Vocabulary Network: Words About Music	Write About Reading Performance Task Research/Media Literacy Choose Appropriate Sources
13	Anchor Text Schools Around the World Genre: Informational Text	Target Skill Main Idea and Details	Phonemic Awareness Match Phonemes	Fluency Accuracy: Self-Correct	Read Aloud One-Room Schoolhouse	Target/Academic Vocabulary <i>culture, community, languages, transportation, subjects, lessons, special, wear</i>	Spelling Principle Words with <i>ee, ea</i>	Grammar Skill Quotation Marks	Language Skills and Strategies	Writing Mode Opinion Writing
	Paired Selection An American School	Target Strategy Analyze/Evaluate	Phonics Vowel Digraphs <i>ee, ea</i>	High-Frequency Words <i>story, world, about, everything, first, store, her, two, slowly, of</i>	Speaking/Listening: Answer in Complete Sentences	Domain-Specific Vocabulary <i>education, public, schedule, tutor</i>	Spelling Words Basic: <i>free, teach, teeth, please, beach, wheel, team, speak, sneeze, sheep, meaning, weave</i>	How English Works Prepositional Phrases	Collaborate: Respond Using Gestures, Words, Phrases; Ask Relevant Questions Interpret: Identify Text Elements: Main Ideas and Details	Writing Form Persuasive Paragraph
	Genre: Informational Text	Second Read Skill Text and Graphic Features			Speaking and Listening Skill Retelling Main Ideas	Apply Vocabulary Knowledge Use a Glossary	Review: <i>eat, read</i>		Produce: Write a Retelling	Focus Trait Elaboration
	Decodable Readers The Shell Sheep Reef Sees the Wide World					Vocabulary Strategies Using a Dictionary	Challenge: <i>between, reason</i>		How English Works: Use Personal Pronouns Vocabulary Network: Words About Schools	Write About Reading 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 Helen Keller Genre: Biography Paired Selection Talking Tools Genre: Informational Text Decodable Readers Bill E. Goat and Wise Crow Mud Bugs	Target Skill Author’s Purpose Target Strategy Summarize Second Read Skill Genre: Biography	Phonemic Awareness Segment Phonemes Phonics Long o (o, oa, ow)	Fluency Natural Pauses High-Frequency Words front, hair, warm, started, stories, never, all, food, sky, party	Read Aloud Whale of a Lesson Speaking/Listening: Describe Key Ideas	Target/Academic Vocabulary curious, imitated, knowledge, motion, silence, illness, darkness, behavior Domain-Specific Vocabulary nonverbal, communicate, visual Apply Vocabulary Knowledge Use a Dictionary Vocabulary Strategy Suffix -ly	Spelling Principle Long o (o, oa, ow) Spelling Words Basic: own, most, soap, float, both, know, loan, goat, flow, loaf, throw, coach Review: so, grow Challenge: swallow, ocean	Grammar Skill Using Proper Nouns How English Works Noun Phrases	Language Skills and Strategies Collaborate: Express Feelings and Needs; Ask Relevant Questions Interpret: Listen Actively Produce: Plan a Presentation How English Works: Use Verb Tenses to Convey Time Vocabulary Network: Words About Communication	Writing Mode Opinion Writing Writing Form Persuasive Essay Focus Trait Purpose Write About Reading Performance Task Research/Media Literacy A Simple Science Experiment
15	Anchor Text Officer Buckle and Gloria Genre: Humorous Fiction Paired Selection Safety at Home Genre: Readers’ Theater Decodable Readers What Does It Say? In the Grove	Target Skill Cause and Effect Target Strategy Monitor/Clarify Second Read Skill Humor	Phonemic Awareness Syllables in Spoken Words Phonics Compound Words Schwa Vowel Sound	Fluency Accuracy: Connected Text High-Frequency Words ever, care, thought, over, off, small, new, book, live, after	Read Aloud Adventures at Scout Camp Speaking/Listening: Ask Questions to Clarify Comprehension Speaking and Listening Skill Summarize	Target/Academic Vocabulary attention, buddy, obeys, speech, enormous, safety, shocked, station Domain-Specific Vocabulary risk, protection, hazard, inform Apply Vocabulary Knowledge Determine Pronunciation Vocabulary Strategy Root Words	Spelling Principle Compound Words Spelling Words Basic: cannot, pancake, maybe, baseball, playground, someone, myself, classroom, sunshine, outside, upon, nothing Review: into, inside Challenge: nobody, everywhere	Grammar Skill Abbreviations How English Works Text Structure	Language Skills and Strategies Collaborate: Ask and Answer Questions; Add Relevant Information Interpret: Describe Ideas, Phenomena, and Text Elements Produce: Write an Explanation How English Works: Expand Noun Phrases with Adjectives Vocabulary Network: Words About Safety	Writing Mode Opinion Writing Writing Form Persuasive Essay Focus Trait Organization Write About Reading Performance Task
Performance Task	Anchor Text Ah, Music! Genre: Informational Text Anchor Text Schools Around the World Genre: Informational Text							Grammar Review Compound Sentences, Using Proper Nouns		Writing Mode Opinion Writing Writing Form 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 Mr. Tanen’s Tie Trouble Genre: Realistic Fiction	Target Skill Story Structure	Phonemic Awareness Syllables in Spoken Words	Fluency Rate	Read Aloud A Better Way to Save	Target/Academic Vocabulary <i>received, account, budget, disappointed, chuckled, staring, repeated, fund</i>	Spelling Principle Base Words with Endings -ed, -ing	Grammar Skill Pronouns	Language Skills and Strategies Collaborate: Apologize; Add Relevant Information; Build on Responses	Writing Mode Narrative Writing
	Paired Selection The Jefferson Daily News Genre: Informational Text	Target Strategy Infer/Predict	Phonics Base Words and Endings -ed, -ing	High-Frequency Words <i>gone, said, something, fly, also, saw, look, horse, river, have</i>	Speaking/Listening: Recount Characters and Plot Details	Domain-Specific Vocabulary <i>duties, citizen, responsibility</i>	Spelling Words Basic: <i>running, clapped, stopped, hopping, batted, selling, pinned, cutting, sitting, rubbed, missed, grabbed</i>	How English Works Verb Tenses	Interpret: Evaluate Language Choices	Writing Form Story Paragraph
	Decodable Readers Beep! Beep! We Helped	Second Read Skill Understanding Characters				Apply Vocabulary Knowledge <i>Use a Digital Dictionary</i>	Review: <i>mixed, going</i> Challenge: <i>wrapped, swelling</i>		Produce: Plan a Speech How English Works: Modify Sentences to Provide Detail	Focus Trait Elaboration
17	Anchor Text Luke Goes to Bat Genre: Realistic Fiction	Target Skill Sequence of Events	Phonemic Awareness Segment Phonemes	Fluency Stress	Read Aloud The Crowd Roared!	Target/Academic Vocabulary <i>practice, hurried, position, roared, extra, curb, cheered, final</i>	Spelling Principle Long i (i, igh, y)	Grammar Skill Subject-Verb Agreement	Language Skills and Strategies Collaborate: Ask and Answer Questions; Listen Attentively	Writing Mode Narrative Writing
	Paired Selection Jackie Robinson Genre: Informational Text	Target Strategy Visualize	Phonics Long i (i, igh, y)	High-Frequency Words <i>doing, sure, else, turned, blue, room, teacher, any, studied, carry</i>	Speaking/Listening: Answer Using Complete Sentences	Domain-Specific Vocabulary <i>determined, morals, respect</i>	Spelling Words Basic: <i>night, kind, spy, child, light, find, right, high, wild, July, fry, sigh</i>	How English Works Prepositional Phrases	Interpret: Analyze Language Choices	Writing form Story Paragraph
	Decodable Readers Bright Lights Wild Cats	Second Read Skill Formal and Informal Language				Apply Vocabulary Knowledge <i>Multiple Entries</i>	Review: <i>by, why</i> Challenge: <i>behind, lightning</i>		Produce: Write an Informational Report How English Works: Use Conjunctions to Connect Ideas	Focus Trait Development
18	Anchor Text My Name Is Gabriela Genre: Biography	Target Skill Understanding Characters	Phonemic Awareness Blending Phonemes Identify Sound Placement	Fluency Expression	Read Aloud Doctor Salk’s Treasure	Target/Academic Vocabulary <i>accepted, express, fluttering, grand, pretend, prize, wonder, taught</i>	Spelling Principle Long e Spelled y	Grammar Skill The Verb Be	Language Skills and Strategies Collaborate: Offer Opinions	Writing Mode Narrative Writing
	Paired Selection Poems About Reading and Writing Genre: Poetry	Target Strategy Analyze/Evaluate	Phonics Long e Sound for y Changing y to i	High-Frequency Words <i>words, mother, friends, under, draw, watch, always, soon, anything, been</i>	Speaking/Listening: Describe Key Details	Domain-Specific Vocabulary <i>print, journalist, exchange, publish</i>	Spelling Words Basic: <i>happy, pretty, baby, very, puppy, funny, carry, lucky, only, sunny, penny, city</i>	How English Works Verb Types	Interpret: Distinguish Effects of Language Choice	Writing form Descriptive Paragraph
	Decodable Readers Bunny and the Penny Puppies	Second Read Skill Author’s Word Choice			Speaking and Listening Skill Recount an Experience	Apply Vocabulary Knowledge <i>Use a Dictionary</i>	Review: <i>tiny, many</i> Challenge: <i>sorry, noisy</i>		Produce: Plan a Presentation How English Works: Use Conjunctions to Condense Ideas	Focus Trait Elaboration
						Vocabulary Strategies Homographs			Vocabulary Network: Words About Helping Friends	Write About Reading Performance Task
									Research/Media Literacy Create Audio Recordings	

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 The Signmaker’s Assistant Genre: Humorous Fiction Paired Selection The Trouble with Signs Genre: Play Decodable Readers Darling Starling Going to the Farm	Target Skill Text and Graphic Features Target Strategy Question Second Read Skill Point of View	Phonemic Awareness Substitute Phonemes Phonics Words with <i>ar</i>	Fluency Phrasing: Punctuation High-Frequency Words <i>didn’t, I’ll, please, talk, good, is, are, baby, too, sound</i>	Read Aloud Wild Friends, Wow! Speaking/Listening: Ask Questions to Clarify Comprehension Speaking and Listening Skill Matching Game: Synonyms	Target/Academic Vocabulary <i>assistant, agreed, polite, failed, tearing, wisdom, trouble, cleared</i> Domain-Specific Vocabulary <i>advertise, announcement, post, beacon</i> Apply Vocabulary Knowledge Use a Glossary Vocabulary Strategies Shades of Meaning	Spelling Principle Words with <i>ar</i> Spelling Words Basic: <i>car, dark, arm, star, park, yard, party, hard, farm, start, part, spark</i> Review: <i>art, jar</i> Challenge: <i>carpet, apartment</i>	Grammar Skill Commas in Dates and Places How English Works Condensing Ideas	Language Skills and Strategies Collaborate: Offer Opinions Interpret: Understand Text Elements Produce: Write a Description How English Works: Understand Text Structure Vocabulary Network: Words About Signs	Writing Mode Narrative Writing Writing Form Fictional Story Focus Trait Organization Write About Reading Performance Task
	Anchor Text Dex: The Heart of a Hero Genre: Fantasy Paired Selection Heroes Then and Now Genre: Informational Text Decodable Readers A Sporty Game My Story	Target Skill Compare and Contrast Target Strategy Monitor/Clarify Second Read Skill Figurative Language	Phonemic Awareness Substitute Phonemes Phonics Words with <i>or, ore</i>	Fluency Intonation High-Frequency Words <i>being, ready, I’ve, tall, stood, very, ground, laugh, begins, flower</i>	Read Aloud Ordinary Heroes Speaking/Listening: Answer Questions to Clarify Comprehension Speaking and Listening Skill Compare and Contrast	Target/Academic Vocabulary <i>depended, overlooked, sprang, studied, gazing, hero, exercise, sore</i> Domain-Specific Vocabulary <i>charity, grant, improve, figure</i> Apply Vocabulary Knowledge Dictionary Skills: Discuss Example Sentences (punctuation and style of sentences) Vocabulary Strategies Prefix <i>over-</i>	Spelling Principle Words with <i>or, ore</i> Spelling Words Basic: <i>horn, story, fork, score, store, corn, morning, shore, short, born, tore, forget</i> Review: <i>for, more</i> Challenge: <i>report, force</i>	Grammar Skill Commas in a Series How English Works Connecting Ideas	Language Skills and Strategies Collaborate: Offer Opinions Interpret: Ask and Answer Questions Produce: Plan a Presentation How English Works: Use Possessive Pronouns Vocabulary Network: Words About Heroes	Writing Mode Narrative Writing Writing Form Fictional Story Focus Trait Organization Write About Reading Performance Task
	Performance Task	Anchor Text My Name Is Gabriela Genre: Biography Paired Selection Heroes Then and Now Genre: Informational Text							Grammar Review Pronouns	
Extended Reading	Trade Book Where Do Polar Bears Live? Genre: Informational Text	Target Strategies Monitor/Clarify Question Analyze/Evaluate		Fluency Expression	Read Aloud Dakota’s Polar Adventure Collaborative Project Polar Bear Photo Gallery: Present	Content Vocabulary Words <i>den, cub, Arctic, survive, tundra, lemming, seaweed, fierce, extinct</i> Domain-Specific Vocabulary <i>adapt, insulate, region</i>	Integrated Language Arts Review Spelling Principles Review	Integrated Language Arts Review Nouns, Subject-Verb Agreement, The Verb <i>be</i>	Language Skills and Strategies Collaborate: Ask and Answer <i>wh-</i> Questions; Build on Responses; Negotiate with Others in Conversations Interpret: Analyze Language Choices Produce: Write an Information Report; Plan a Presentation How English Works: Expand Sentences with Prepositions; Expand Noun Phrases with Adjectives Vocabulary Network	Collaborative Project Polar Bear Photo Gallery Write About Media 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 Penguin Chick Genre: Narrative Nonfiction	Target Skill Main Idea and Details	Phonemic Awareness Substitute Phonemes	Fluency Phrasing: Natural Pauses	Read Aloud From Duckling to Duck	Target/Academic Vocabulary <i>finally, junior, otherwise, slippery, steer, waterproof, webbed, whistle</i>	Spelling Principle Words with <i>er</i>	Grammar Skill What Is an Adjective?	Language Skills and Strategies	Writing Mode Informative Writing
	Paired Selection Emperor Penguins Genre: Informational Text	Strategy Infer/Predict	Phonics Words with <i>er</i> Words with <i>ir, ur</i>	High-Frequency Words <i>nothing, move, across, took, house, voice, behind, one, how, out</i>	Speaking/Listening: Describe Key Ideas and Details	Domain-Specific Vocabulary <i>development, life cycle, climate</i>	Spelling Words Basic: <i>father, over, under, herd, water, verb, paper, cracker, offer, cover, germ, master</i>	How English Works Verb Tenses	Collaborate: Offer Opinions Interpret: Describe Ideas Produce: Write a Story	Writing Form Problem-Solution Paragraph
	Decodable Readers Mustangs Time to Move	Second Read Skill Cause and Effect				Apply Vocabulary Knowledge Use a Thesaurus	Review: <i>fern, ever</i> Challenge: <i>remember, feather</i>	How English Works: Recognize Past Tense Verbs with <i>-ed</i>	How English Works: Recognize Past Tense Verbs with <i>-ed</i>	Focus Trait Elaboration
						Vocabulary Strategies Dictionary Entry		Vocabulary Network: Words About Animal Families	Write About Reading Performance Task	Research/Media Literacy Research Another Arctic Animal
22	Anchor Text Gloria Who Might Be My Best Friend Genre: Realistic Fiction	Target Skill Understanding Characters	Phonemic Awareness Rhyme and Meaning Syllables in Spoken Words	Fluency Accuracy: Self-Correct	Read Aloud The Middle Seat	Target/Academic Vocabulary <i>lonely, seriously, copy, heavily, planning, answered, guessed, knot</i>	Spelling Principle Homophones	Grammar Skill Using Adjectives	Language Skills and Strategies	Writing Mode Informative Writing
	Paired Selection How to Make a Kite Genre: Informational Text	Strategy Question	Phonics Homophones Base Words and Endings <i>-er, -est</i>	High-Frequency Words <i>floor, toward, what’s, found, boy, everyone, field, does, their, into</i>	Speaking/Listening: Ask Questions to Clarify Comprehension	Domain-Specific Vocabulary <i>force, flight, pressure</i>	Spelling Words Basic: <i>meet, meat, week, weak, mane, main, tail, tale, be, bee, too, two</i>	How English Works Noun Phrases	Collaborate: Greet; Provide Counterarguments Interpret: Evaluate Language Choices Produce: Plan a Speech	Writing Form Compare and Contrast Paragraph
	Decodable Readers What’s That? Get Smarter!	Second Read Skill Figurative Language			Speaking and Listening Skill Explain the Steps of a Procedure	Apply Vocabulary Knowledge Use a Print Dictionary	Review: <i>sea, see</i> Challenge: <i>threw, through</i>	How English Works: Recognize and Use Irregular Plural Nouns	How English Works: Recognize and Use Irregular Plural Nouns	Focus Trait Evidence
						Vocabulary Strategies Idioms		Vocabulary Network: Words About Making Friends	Write About Reading Performance Task	
23	Anchor Text The Goat in the Rug Genre: Narrative Nonfiction	Target Skill Conclusions	Phonemic Awareness Syllables in Spoken Words	Fluency Rate: Adjust Rate to Purpose	Read Aloud Nothing But a Quilt	Target/Academic Vocabulary <i>sharpening, spinning, strands, weave, yarn, dye, duplicated, delicious</i>	Spelling Principle Suffixes <i>-ly, -ful</i>	Grammar Skill Irregular Verbs	Language Skills and Strategies	Writing Mode Informative Writing
	Paired Selection Basket Weaving Genre: Informational Text	Strategy Summarize	Phonics Suffixes <i>-y, -ly, -ful</i> Final Stable Syllables <i>-tion, -ture</i>	High-Frequency Words <i>knew, idea, though, down, four, give, great, large, write, coming</i>	Speaking/Listening: Recount Most Important Details	Domain-Specific Vocabulary craft, fiber, loom, textile	Spelling Words Basic: <i>helpful, sadly, hopeful, thankful, slowly, wishful, kindly, useful, safely, painful, mouthful, weakly</i>	How English Works Text Structure	Collaborate: Adapt Language Choices Interpret: Analyze Language Choices Produce: Write a Response	Writing Form Informational Paragraph
	Decodable Readers Fraidy Cat Bugs in Action	Second Read Skill Sequence of Events				Apply Vocabulary Knowledge Use a Glossary	Review: <i>jumped, saying</i> Challenge: <i>quickly, wonderful</i>	How English Works: Expand Sentences to Provide Detail	How English Works: Expand Sentences to Provide Detail	Focus Trait Elaboration
						Vocabulary Strategies Compound Words		Vocabulary Network: Words About Art	Write About Reading Performance Task	Research/Media Literacy 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 Half-Chicken Genre: Folktale Paired Selection The Lion and the Mouse Genre: Traditional Tale Decodable Readers The Unreal Party Knick and Knack	Target Skill Cause and Effect Target Strategy Visualize Second Read Skill Point of View	Phonemic Awareness Syllables in Spoken Words Segment Phonemes Phonics Prefixes <i>re-</i>, <i>un-</i>, <i>over-</i>, <i>pre-</i>, <i>mis-</i> Silent Consonants	Fluency Expression High-Frequency Words <i>earth, away, brothers, brown, without, here, learning, began, surprised, there</i>	Read Aloud Tiger in the Water: A Folktale from Malaysia Speaking/Listening: Answer Questions to Clarify Comprehension Speaking and Listening Skill Compare Two Stories	Target/Academic Vocabulary <i>tumbling, flung, tangled, empty, peacefully, stream, blazed, swift</i> Domain-Specific Vocabulary <i>customs, classic, honor</i> Apply Vocabulary Knowledge Determine Part of Speech Vocabulary Strategies Antonyms	Spelling Principle Prefixes <i>re-</i>, <i>un-</i> Spelling Words Basic: <i>unhappy, retell, untangle, unkind, repaint, refill, unlike, remake, unpack, reread, unlock, replay</i> Review: <i>read, happy</i> Challenge: <i>rewrite, overheard</i>	Grammar Skill Irregular Action Verbs How English Works Condensing Ideas	Language Skills and Strategies Collaborate: Adapt Language Choices Interpret: Distinguish Effects of Language Choices Produce: Plan a Presentation How English Works: Create Compound Sentences Vocabulary Network: Words About Fire and Wind	Writing Mode Informative Writing Writing Form Research Report Focus Trait Evidence Write About Reading Performance Task
25	Anchor Text From Seed to Plant Genre: Informational Text Paired Selection Super Soil Genre: Informational Text Decodable Readers A Spring Walk The Softball Game	Target Skill Text and Graphic Features Target Strategy Monitor/Clarify Second Read Skill Cause and Effect	Phonemic Awareness Substitute Phonemes Phonics Words with <i>au</i>, <i>aw</i>, <i>al</i>, <i>o</i>, <i>a</i>	Fluency Phrasing: Punctuation High-Frequency Words <i>through, young, leaves, ball, our, done, hear, learn, were, only</i>	Read Aloud Johnny Appleseed and His Apples Speaking/Listening: Ask and Answer Questions About What a Speaker Says Speaking and Listening Skill Steps in a Process	Target/Academic Vocabulary <i>pod, soak, shoot, root, nutrition, tasty, soften, grain</i> Domain-Specific Vocabulary <i>process, bud, sprout</i> Apply Vocabulary Knowledge Use a Digital Dictionary Vocabulary Strategies Using Context	Spelling Principle Words with <i>aw</i>, <i>al</i>, <i>o</i> Spelling Words Basic: <i>tall, saw, dog, draw, call, fall, soft, paw, ball, yawn, log, small</i> Review: <i>all, walk</i> Challenge: <i>awful, wallpaper</i>	Grammar Skill More Irregular Action Verbs How English Works Verb Types	Language Skills and Strategies Collaborate: Ask and Answer Questions Interpret: Analyze Sequence Cues Produce: Write a Summary How English Works: Condense Clauses Vocabulary Network: Words About Plant Life Cycles	Writing Mode Informative Writing Writing Form Research Report Focus Trait Elaboration Write About Reading Performance Task
Performance Task	Anchor Text Gloria Who Might Be My Best Friend Genre: Realistic Fiction Anchor Text Half-Chicken Genre: Folktale							Grammar Review Using Adjectives		Writing Mode Informative Writing Writing Form Response to Literature

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 The Mysterious Tadpole Genre: Fantasy Paired Selection From Eggs to Frogs Genre: Informational Text Decodable Readers The New Moose Follow the Clues	Target Skill Story Structure Target Strategy Infer/Predict Second Read Skill Conclusions	Phonemic Awareness Segment Phonemes Phonics Words with oo, ew, ue, ou	Fluency Accuracy: Connected Text High-Frequency Words every, ago, won't, now, follow, head, don't, goes, again, alone	Read Aloud Diego's Double Surprise Speaking/Listening: Recount Key Details Speaking and Listening Skill Cooperative Storytelling	Target/Academic Vocabulary confused, ordinary, control, sensible, suspiciously, training, cage, upset Domain-Specific Vocabulary larva, biology, organism Apply Vocabulary Knowledge Pronunciation Vocabulary Strategies Multiple-Meaning Words	Spelling Principle Words with ew, oo, ou Spelling Words Basic: root, crew, spoon, few, bloom, grew, room, you, stew, boost, scoop, flew Review: zoo, noon Challenge: shampoo, balloon	Grammar Skill Contractions How English Works Prepositional Phrases	Language Skills and Strategies Collaborate: Respond with Gestures, Words, and Phrases; Follow Turn-Taking Rules Interpret: Listen Actively Produce: Plan a Presentation How English Works: Understand Problem and Solution: Text Structure Vocabulary Network: Words About How Animals Change	Writing Mode Opinion Writing Writing Form Response Poem Focus Trait Elaboration Write About Reading Performance Task
27	Anchor Text The Dog That Dug for Dinosaurs Genre: Biography Paired Selection La Brea Tar Pits Genre: Informational Text Decodable Readers Woody Woodchuck and the Mysterious Ball One or More	Target Skill Fact and Opinion Target Strategy Question Second Read Skill Author's Purpose	Phonemic Awareness Match Phonemes Add a Phoneme Phonics Words with oo (book)	Fluency Intonation High-Frequency Words buy, father, called, town, even, maybe, where, water, outside, tomorrow	Read Aloud Epperson's Icicle Speaking/Listening: Ask and Answer Questions to Clarify Comprehension	Target/Academic Vocabulary discovered, guard, remove, souvenirs, amazed, explained, exact, growled Domain-Specific Vocabulary impression, remains, organic, material Apply Vocabulary Knowledge Use a Dictionary Vocabulary Strategies Shades of Meaning	Spelling Principle Words with oo (book) Spelling Words Basic: took, books, foot, hoof, cook, nook, hood, wood, stood, shook, crook, cookbook Review: look, good Challenge: crooked, bookcase	Grammar Skill What Is an Adverb? How English Works Text Cohesion	Language Skills and Strategies Collaborate: Ask and Answer Questions; Listen Attentively Interpret: Describe Ideas and Text Elements Produce: Write an Exposition How English Works: Understand Indefinite Pronouns Vocabulary Network: Words About Animals from Long Ago	Writing Mode Opinion Writing Writing Form Shared Book Report Focus Trait Organization Write About Reading Performance Task Research/Media Literacy Writing a Research Report
28	Anchor Text Yeh-Shen Genre: Fairytale Paired Selection Cinderella Genre: Fairytale Decodable Readers Howie's Big Brown Box What a Surprise!	Target Skill Sequence of Events Target Strategy Analyze/Evaluate Second Read Skill Compare and Contrast	Phonemic Awareness Blend Phonemes Phonics Vowel Diphthongs ow, ou	Fluency Phrasing: Natural Pauses High-Frequency Words want, while, falling, enough, lived, loved, should, happened, sorry, above	Read Aloud Cinderella Stories Speaking/Listening: Ask and Answer Questions About What a Speaker Says Speaking and Listening Skill Comparing Versions of a Story	Target/Academic Vocabulary served, overjoyed, valuable, worn, concealed, glimmering, content, task Domain-Specific Vocabulary oral tradition, multicultural, generation Apply Vocabulary Knowledge Part of Speech Vocabulary Strategies Classify/Categorize	Spelling Principle Words with ow, ou Spelling Words Basic: cow, house, town, shout, down, mouse, found, loud, brown, ground, pound, flower Review: out, now Challenge: towel, pounce	Grammar Skill Possessive Nouns How English Works Verb Tenses	Language Skills and Strategies Collaborate: Offer Opinions and Ideas Interpret: Evaluate Language Choices Produce: Plan a Speech How English Works: Recognize and Use Future Tense Verbs Vocabulary Network: Words About Fairy Tales	Writing Mode Opinion Writing Writing Form Response Paragraph Focus Trait Evidence Write About Reading 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 Two of Everything Genre: Folktale Paired Selection Stone Soup Genre: Traditional Tale Decodable Readers Not So Alike Corduroy and Will	Target Skill Understanding Characters Target Strategy Summarize Second Read Skill Point of View	Phonemic Awareness Syllables in Spoken Words Substitute Phonemes Phonics Reading Longer Words with Long Vowels <i>a</i> and <i>i</i> Vowel Diphthongs <i>oi, oy</i>	Fluency Expression High-Frequency Words <i>once, woman, upon, eight, seven, near, wash, paper, who, your</i>	Read Aloud A Lesson in Happiness Speaking/Listening: Recount Key Details	Target/Academic Vocabulary <i>contained, grateful, startled, odd, search, leaned, tossed, village</i> Domain-Specific Vocabulary <i>tale, values, beliefs</i> Apply Vocabulary Knowledge Use a Glossary Vocabulary Strategies Antonyms	Spelling Principle Words with <i>ai, ay, igh, -y</i> Spelling Words Basic: <i>aim, snail, bay, braid, ray, always, gain, sly, chain, shy, bright, fright</i> Review: <i>tray, try</i> Challenge: <i>contain, thigh</i>	Grammar Skill Possessive Pronouns How English Works Connecting Ideas	Language Skills and Strategies Collaborate: Gain and/or Hold the Floor Interpret: Distinguish Effects of Word Choice Produce: Write a Drama How English Works: Use Possessive Nouns Vocabulary Network: Words About Working Together	Writing Mode Opinion Writing Writing Form Response Essay Focus Trait Evidence Write About Reading Performance Task Research/Media Literacy Write About an Experience
30	Anchor Text Now & Ben Genre: Informational Text Paired Selection A Model Citizen Genre: Informational Text Decodable Readers A Picnic Problem Polly Poodle	Target Skill Compare and Contrast Target Strategy Visualize Second Read Skill Using Context	Phonemic Awareness Syllables in Spoken Words Phonics Reading Longer Words with Long Vowels <i>o</i> and <i>e</i> Final Stable Syllable <i>-le</i>	Fluency Rate: Adjust Rate to Purpose High-Frequency Words <i>almost, from, money, door, years, together, sometimes, pushed, remember, dear</i>	Read Aloud Steve Jobs: Inventor Speaking/Listening: Retell Key Ideas and Details; Ask and Answer Questions About What a Speaker Says Speaking and Listening Skill Reviewing Stories	Target/Academic Vocabulary <i>accomplishments, inventions, result, designed, achieve, composed, remarkable, amounts</i> Domain-Specific Vocabulary patriot, pioneer, symbol, historical Apply Vocabulary Knowledge Use a Digital Dictionary Vocabulary Strategies Root Words	Spelling Principle Words with <i>oa, ow, ee, ea</i> Spelling Words Basic: <i>seated, keeps, speed, seen, means, clean, groan, roast, bowls, crow, owe, grown</i> Review: <i>green, snow</i> Challenge: <i>peace, below</i>	Grammar Skill Choose Between Adjectives and Adverbs How English Works Noun Phrases	Language Skills and Strategies Collaborate: Offer and Elaborate on Opinions Interpret: Distinguish Effects of Word Choice Produce: Plan a Speech How English Works: Use Prepositions to Add Detail Vocabulary Network: Words About Science	Writing Mode Opinion Writing Writing Form Response Essay Focus Trait Elaboration Write About Reading Performance Task
Performance Task	Anchor Text Mysterious Tadpole Genre: Fantasy							Grammar Review Possessive Nouns		Writing Mode Opinion Writing Writing Form Opinion Essay
Extended Reading	Trade Book Exploring Space Travel Genre: Informational Text	Target Strategies Question Monitor/Clarify Analyze/Evaluate		Fluency Phrasing, Accuracy	Read Aloud A Champion Named Sally Collaborative Project Space Mission Log: Group Discussion	Content Vocabulary Words <i>control panel, rockets, launch, takeoff, landing, speed, friction, gear, inner, layer, outer,</i> Domain-Specific Vocabulary <i>data, engineer, satellite, solar, transmissions</i>	Integrated Language Arts Review Spelling Principles Review	Integrated Language Arts Review Adjectives, Subject-Verb Agreement, Adverbs	Language Skills and Strategies Collaborate: Negotiate indent uniformly Interpret: Read/View Closely; Listen Actively Produce: Write an Information Report; Plan a Presentation How English Works: Connect Ideas; Use Reflexive Pronouns Vocabulary Network	Collaborative Project Space Mission Log Write About Media 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 A Fine, Fine School Genre: Humorous Fiction Paired Selection One-Room Schoolhouses Genre: Informational Text	Target Skill Story Structure Target Strategy Summarize Supporting Skill Analyze Illustrations	Short vowels <i>a, e, i, o, u</i> Words with the VCCV Pattern	Accuracy	Read Aloud Such a Deal! Speaking/Listening: Use Adverbs to Add Details Speaking and Listening Skill Hold a Discussion or Conversation	Target/Academic Vocabulary <i>principal, strolled, proud, worried, soared, announced, fine, certainly</i> Domain-Specific Vocabulary <i>educator, administrator, classroom, schoolhouse, subject, curriculum</i> Apply Vocabulary Knowledge Shades of Meaning Vocabulary Strategies Context Clues	Spelling Principle Short Vowels Spelling Words Basic: <i>crop, plan, thing, smell, shut, sticky, spent, lunch, pumpkin, clock, gift, class, skip, swing</i> Review: <i>next, hug</i> Challenge: <i>hospital, fantastic</i>	Grammar Skill Simple Sentences How English Works Modifying to Add Details	Language Skills and Strategies Collaborate: Ask and Answer Questions Interpret: Text Elements: Character Produce: Recount Experiences How English Works: Use Common Nouns Vocabulary Network: Words About Learning	Writing Mode Narrative Writing Writing Form Descriptive Paragraph Focus Trait Elaboration Write About Reading Performance Task
2	Anchor Text The Trial of Cardigan Jones Genre: Fantasy Paired Selection You Be the Jury Genre: Informational Text	Target Skill Conclusions Target Strategy Infer/Predict Supporting Skill Author's Word Choice	Long Vowels <i>a, e, i, o, u</i> Words with the VCe Pattern	Phrasing	Read Aloud Sequoyah Speaking/Listening: Determine Main Ideas and Supporting Details Speaking and Listening Skill Ask and Answer Questions	Target/Academic Vocabulary <i>convinced, trial, jury, guilty, pointed, honest, murmur, stand</i> Domain-Specific Vocabulary <i>prosecution, verdict, judge, courtroom, lawyer</i> Apply Vocabulary Knowledge Use a Dictionary Vocabulary Strategies Dictionary/Glossary	Spelling Principle VCe Spellings Spelling Words Basic: <i>spoke, mile, save, excuse, cone, invite, cube, price, erase, ripe, broke, flame, life, rule</i> Review: <i>these, those</i> Challenge: <i>surprise, decide</i>	Grammar Skill Kinds of Sentences How English Works Connecting Ideas	Language Skills and Strategies Collaborate: Exchange Information and Ideas Interpret: Listen Actively to Ask and Answer Questions Produce: Prepare a Presentation How English Works: Use Proper Nouns Vocabulary Network: Words About Courts	Writing Mode Narrative Writing Writing Form Dialogue Focus Trait Conventions Write About Reading Performance Task
3	Anchor Text Destiny's Gift Genre: Realistic Fiction Paired Selection Kids Making a Difference Genre: Informational Text	Target Skill Understanding Characters Target Strategy Analyze/Evaluate Supporting Skill Story Message	Common Vowel Pairs <i>ai, ay, ee, ea</i>	Reading Rate	Read Aloud Open Your Eyes! Speaking/Listening: Ask and Answer Questions	Target/Academic Vocabulary <i>raise, spreading, earn, figure, contacted, block, afford, customers</i> Domain-Specific Vocabulary <i>volunteer, business, charity, community service</i> Apply Vocabulary Knowledge Use a Glossary Vocabulary Strategies Antonyms	Spelling Principle Long <i>a</i> and Long <i>e</i> Spellings Spelling Words Basic: <i>lay, real, trail, sweet, today, dream, seem, tea, treat, afraid, leave, bait, screen, speed</i> Review: <i>paint, please</i> Challenge: <i>yesterday, explain</i>	Grammar Skill Compound Sentences How English Works Condensing Ideas	Language Skills and Strategies Collaborate: Affirm Others Interpret: Describe Text Elements Produce: Write a Realistic Fiction Story How English Works: Use Connecting Words Vocabulary Network: Words About Volunteering	Writing Mode Narrative Writing Writing Form Personal Narrative Focus Trait Development Write About Reading Performance Task Research/Media Literacy 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 Pop’s Bridge Genre: Historical Fiction Paired Selection Bridges Genre: Informational Text	Target Skill Compare and Contrast Target Strategy Infer/Predict Supporting Skill Story Structure	Long o Spelled <i>oa, ow</i>	Expression	Read Aloud The Bixby Bridge Speaking/Listening: Answer Questions with Appropriate Elaboration and Detail	Target/Academic Vocabulary <i>balancing, tide, crew disappears, foggy, stretch, excitement, cling</i> Domain-Specific Vocabulary <i>foreman, construction, suspension, arches, harness</i> Apply Vocabulary Knowledge Use Guidewords Vocabulary Strategies Word Families	Spelling Principle Long o Spellings Spelling Words Basic: <i>load, open, told, yellow, soak, shadow, foam, follow, glow, sold, window, coach, almost, throat</i> Review: <i>cold, most</i> Challenge: <i>tomorrow, sailboats</i>	Grammar Skill Common and Proper Nouns How English Works Using Noun Phrases	Language Skills and Strategies Collaborate: Exchange Information and Ideas Interpret: Evaluate Language Choices Produce: Plan a Presentation How English Works: Use Connecting Words Vocabulary Network: Words About Teamwork	Writing Mode Narrative Writing Writing Form Prewrite a Personal Narrative Focus Trait Development Write About Reading Performance Task Research/Media Literacy Brainstorm Topics
5	Anchor Text Roberto Clemente: Pride of the Pittsburgh Pirates Genre: Biography Paired Selection Baseball Poems Genre: Poetry	Target Skill Cause and Effect Target Strategy Visualize Supporting Skill Literal and Nonliteral Meanings	Long i spelled <i>i, ie, igh</i>	Intonation	Read Aloud The Tennessee Tornado Speaking/Listening: Speak in Complete Sentences	Target/Academic Vocabulary <i>stands, score, fans, league, slammed, pronounced, style, polish,</i> Domain-Specific Vocabulary <i>amateur, professional, outfield, spectators, sportsmanship</i> Apply Vocabulary Knowledge Use a Digital Dictionary Vocabulary Strategies Prefix <i>mis-</i>	Spelling Principle Long i Spellings Spelling Words Basic: <i>slight, mild, sight, pie, mind, tie, pilot, might, lie, tight, blind, fight, die, midnight</i> Review: <i>find, night</i> Challenge: <i>silent, frightening</i>	Grammar Skill Plural Nouns with -s and -es How English Works Text Structure	Language Skills and Strategies Collaborate: Offer Opinions and Ideas Interpret: Distinguish Effects of Word Choice Produce: Write a Play How English Works: Use Prepositions Vocabulary Network: Words About Heroes	Writing Mode Narrative Writing Writing Form Draft a Personal Narrative Focus Trait Organization Write About Reading Performance Task Research/Media Literacy Narrow a Topic
Performance Task	Anchor Text Roberto Clemente: Pride of the Pittsburgh Pirates Genre: Biography Supporting Text Kids Making a Difference Genre: Informational Text							Grammar Review Simple Sentences, Kinds of Sentences		Writing Mode Narrative Writing Writing Form Story

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 Bat Loves the Night Genre: Narrative Nonfiction Paired Selection A Bat Is Born Genre: Poetry	Target Skill Sequence of Events Target Strategy Question Supporting Skill Domain-Specific Vocabulary	Words with the VCV Pattern	Reading Rate	Read Aloud Bats Are the Best Beasts Speaking/Listening: Ask and Answer Questions Speaking and Listening Skill Recount an Experience	Target/Academic Vocabulary <i>twitch, detail, swoops, slithers, squeak, dozes, echoes, snuggles</i> Domain Specific Vocabulary <i>mammal, echolocation, nocturnal, environment</i> Apply Vocabulary Knowledge Use a Digital Glossary Vocabulary Strategies Suffixes <i>-able, -ible</i>	Spelling Principle More Short and Long Vowels Spelling Words Basic Words: <i>math, toast, easy, socks, Friday, stuff, paid, cheese, June, elbow, program, shiny, piles, sticky</i> Review Words: <i>each, both</i> Challenge Words: <i>comb, holiday</i>	Grammar Skill What Is a Verb? How English Works Modifying to Add Details	Language Skills and Strategies Collaborate: Offer Opinions to Gain and Hold the Floor Interpret: Distinguish Effects of Word Choice Produce: Plan a Presentation How English Works: Connect Ideas Vocabulary Network: Words About Bats	Writing Mode Opinion Writing Writing Form Response Paragraph Focus Trait Evidence Write About Reading Performance Task
7	Anchor Text What Do Illustrators Do? Genre: Informational Text Paired Selection Jack Draws a Beanstalk Genre: Traditional Tale	Target Skill Text and Graphic Features Target Strategy Analyze/Evaluate Supporting Skill Sequence of Events	Three-Letter Clusters (<i>scr, spr, str, thr</i>)	Expression	Read Aloud Louis Braille: Boy Inventor Speaking/Listening: Determine Main Idea and Supporting Details Speaking and Listening Skill Create an Audio Recording	Target/Academic Vocabulary <i>tracing, imagine, illustrate, scribbles, sketches, research, textures, tools</i> Domain-Specific Vocabulary <i>foreground, typeface, watercolors, composition, publisher</i> Apply Vocabulary Knowledge Context Sentences Vocabulary Strategies Synonyms	Spelling Principle Three-Letter Clusters Spelling Words Basic Words: <i>three, scrap, street, spring, thrill, scream, strange, throw, string, scrape, spray, threw, strong, scratch</i> Review Words: <i>think, they</i> Challenge Words: <i>straight, scramble</i>	Grammar Skill Verb Tenses How English Works Text Structure	Language Skills and Strategies Collaborate: Negotiate with Others in Conversation Interpret: Describe Ideas and Text Elements Produce: Write an Explanation How English Works: Understand Cohesion Vocabulary Network: Words About the Visual Arts	Writing Mode Opinion Writing Writing Form Opinion Piece Focus Trait Organization Write About Reading Performance Task
8	Anchor Text The Harvest Birds Genre: Folktale Paired Selection The Treasure Genre: Folktale	Target Skill Conclusions Target Strategy Infer/Predict Supporting Skill Literal and Nonliteral Meanings	Silent Letters <i>kn, wr</i>	Stress	Read Aloud Sweet Berries Speaking/Listening: Retell Steps Speaking and Listening Skill Tell a Story	Target/Academic Vocabulary <i>harvest, separate, ashamed, borders, advice, borrow, patch, serious</i> Domain-Specific Vocabulary <i>pilgrimage, perceptions, perspective</i> Apply Vocabulary Knowledge Parts of a Dictionary Entry Vocabulary Strategies Context Clues	Spelling Principle Unexpected Consonant Spellings Spelling Words Basic Words: <i>itch, wreck, knee, patch, wrap, knot, watch, knife, stretch, write, knew, knock, match, wrong</i> Review Words: <i>know, catch</i> Challenge Words: <i>wrinkle, knuckle</i>	Grammar Skill Using Commas How English Works Text Cohesion	Language Skills and Strategies Collaborate: Provide Counterarguments Interpret: Ask and Answer Questions to Demonstrate Active Listening Produce: Plan a Presentation How English Works: Expand Noun Phrases Vocabulary Network: Words About Traditions	Writing Mode Opinion Writing Writing Form Response Paragraphs Focus Trait Elaboration Write About Reading 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 Kamishibai Man Genre: Realistic Fiction	Target Skill Cause and Effect	Vowel Diphthongs <i>ow</i> and <i>ou</i>	Intonation	Read Aloud The Magical Art of Mime Speaking/Listening: Use Complete Sentences	Target/Academic Vocabulary <i>familiar, jerky, vacant, rickety, blurry, rude, blasted, applause</i> Domain-Specific Vocabulary <i>mime, atmosphere, storyteller, improvisation</i> Apply Vocabulary Knowledge Multiple-Meaning Words Vocabulary Strategies Dictionary/Glossary	Spelling Principle Vowel Sound in <i>town</i> Spelling Words Basic Words: <i>clown, round, bow, cloud, power, crown, thousand, crowd, sound, count, powder, blouse, frown, pound</i> Review Words: <i>house, found</i> Challenge Words: <i>mountain, coward</i>	Grammar Skill Abstract Nouns How English Works Text Structure	Language Skills and Strategies Collaborate: Offer Opinions Using Learned Phrases Interpret: Describe Text Elements: Setting Produce: Write a Story How English Works: Use Verbs and Verb Phrases Vocabulary Network: Words About Performing	Writing Mode Opinion Writing Writing Form Prewrite a Response to Literature Focus Trait Organization Write About Reading Performance Task Research/Media Literacy Refine a Research Question
	Paired Selection The True Story of Kamishibai Genre: Informational Text	Target Strategy Monitor/Clarify Supporting Skill Analyze Illustrations								
10	Anchor Text Young Thomas Edison Genre: Biography	Target Skill Main Ideas and Details	Words with <i>au, aw, al,</i> and <i>o</i>	Accuracy	Read Aloud Ryan Hreljac,* Saving Lives at Six Speaking/Listening: Recount Details	Target/Academic Vocabulary <i>signal, genius, gadget, invention, laboratory, experiment, occasional, electric</i> Domain-Specific Vocabulary <i>patent, phonograph, sound waves, kinoscope</i> Apply Vocabulary Knowledge Use a Dictionary Vocabulary Strategies Shades of Meaning	Spelling Principle Vowel Sound in <i>talk</i> Spelling Words Basic Words: <i>talk, cross, awful, law, cloth, cost, crawl, chalk, also, raw, salt, wall, lawn, always</i> Review Words: <i>soft, small</i> Challenge Words: <i>often, strawberry</i>	Grammar Skill Pronouns and Antecedents How English Works Text Cohesion	Language Skills and Strategies Collaborate: Adapt Language Choices Interpret: Evaluate Language Choices Produce: Plan a Presentation How English Works: Use Prepositions to Add Detail Vocabulary Network: Words About Inventors	Writing Mode Opinion Writing Writing Form Draft a Response to Literature Focus Trait Conventions Write About Reading Performance Task Research/Media Literacy Generate a Research Plan
	Paired Selection Moving Pictures Genre: Informational Text	Target Strategy Summarize Supporting Skill Sequence of Events								
Performance Task	Anchor Text The Harvest Birds Genre: Folktale Anchor Text Kamishibai Man Genre: Realistic Fiction Anchor Text Young Thomas Edison Genre: Biography							Grammar Review What Is a Verb?, Verb Tenses		Writing Mode Opinion Writing Writing Form Opinion Essay

Grade 5 Language Arts Curriculum Overview										
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 Amos & Boris Genre: Fantasy	Target Strategies Visualize Monitor/Clarify		Accuracy and Self-Correction	Read Aloud A Glow of Hope Speaking/Listening: Describe Characters	Content Vocabulary Words <i>backwashes, navigation, enterprise, phosphorescent, luminous, vast, mammal, sounded, ambitions, spout, tidal wave, desperately, mote, rumbled</i> Domain-Specific Vocabulary <i>volunteer, donate, charity, altruistic</i>	Integrated Language Arts Review Spelling Skills Review	Integrated Language Arts Review Grammar Skills Review	Language Skills and Strategies Collaborate: Adapt Language Choices Interpret: Describe Text Elements; Evaluate Language Choices Produce: Write a Story; Prepare a Readers’ Theater Presentation How English Works: Use Past Tense Verbs; Use Collective Nouns Vocabulary Network	Collaborative Project Helping Hands Service Project Write About Media 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 Technology Wins the Game Genre: Informational Text Paired Selection Science for Sports Fans Genre: Informational Text	Target Skill Sequence of Events Target Strategy Question Supporting Skill Text and Graphic Features	Vowel Diphthongs <i>oi, oy</i>	Phrasing	Read Aloud J-Block Speaking/Listening: Answer Questions with Appropriate Elaboration and Detail	Target/Academic Vocabulary <i>contribute, athletes, improve, power, flexible, process, compete, fraction</i> Domain-Specific Vocabulary <i>force, energy, sensor, sports engineer</i> Apply Vocabulary Knowledge Use a Digital Dictionary Vocabulary Strategies Suffixes <i>-less, -ful, -ous</i>	Spelling Principle Vowel Sound in <i>joy</i> Spelling Words Basic Words: <i>joy, point, voice, join, oil, coin, noise, spoil, toy, joint, boy, soil, choice, boil</i> Review Words: <i>come, are</i> Challenge Words: <i>poison, destroy</i>	Grammar Skill Plural Nouns How English Works Text Structure	Language Skills and Strategies Collaborate: Adapt Language Choices Interpret: Distinguish Effects of Word Choice Produce: Write an Exposition How English Works: Connect Ideas Vocabulary Network: Words About Inventions	Writing Mode Informative Writing Writing Form Cause-and-Effect Paragraph Focus Trait Elaboration Write About Reading Performance Task Research/Media Literacy Interpret Information Presented Quantitatively
12	Anchor Text Tops and Bottoms Genre: Trickster Tale Paired Selection Goodness Grows in Gardens Genre: Informational Text	Target Skill Theme Target Strategy Visualize Supporting Skill Point of View	Homophones Words Ending in <i>-er</i> and <i>-le</i>	Stress	Read Aloud Growing Up Speaking/Listening: Retell Story Events Speaking and Listening Skill Interpret Information Presented Orally	Target/Academic Vocabulary <i>risky, grunted, crops, profit, scowled, plucked, tugged, hollered</i> Domain-Specific Vocabulary <i>cultivate, depletion, rotation, sustainable</i> Apply Vocabulary Knowledge Use a Glossary Vocabulary Strategies Idioms	Spelling Principle Homophones Spelling Words Basic Words: <i>hole, whole, its, it’s, hear, here, won, one, our, hour, their, there, fur, fir</i> Review Words: <i>road, rode</i> Challenge Words: <i>peace, piece</i>	Grammar Skill Writing Quotations How English Works Modifying to Add Details	Language Skills and Strategies Collaborate: Follow Turn-Taking Rules Interpret: Distinguish Effects of Language Choice Produce: Give a Presentation How English Works: Condense Ideas Vocabulary Network: Words About Farming	Writing Mode Informative Writing Writing Form Compare-and-Contrast Paragraph Focus Trait Evidence Write About Reading Performance Task
13	Anchor Text Yonder Mountain: A Cherokee Legend Genre: Legend Paired Selection The Trail of Tears Genre: Informational Text	Target Skill Compare and Contrast Target Strategy Analyze/Evaluate Supporting Skill Story Message	Contractions with <i>n’t, ‘d, ‘ve</i>	Reading Rate	Read Aloud The Best Worst Day Speaking/Listening: Ask Questions	Target/Academic Vocabulary <i>peak, examined, fondly, steep, rugged, pausing, mist, pleaded</i> Domain-Specific Vocabulary <i>tribe, chief, treaty, territory, oral tradition</i> Apply Vocabulary Knowledge Use a Digital Glossary Vocabulary Strategies Homophones and Homographs	Spelling Principle Contractions Spelling Words Basic: <i>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</i> Review: <i>can’t, isn’t</i> Challenge: <i>we’re, weren’t</i>	Grammar Skill Subject-Verb Agreement How English Works Text Structure	Language Skills and Strategies Collaborate: Exchange Information and Ideas Interpret: Analyze Text Elements: Events Produce: Retell a Story How English Works: Personal Pronouns Vocabulary Network: Words About Native Americans	Writing Mode Informative Writing Writing Form Informative Paragraph Focus Trait Organization Write About Reading Performance Task Research/Media Literacy 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 Aero and Officer Mike Genre: Informational Text Paired Selection Kids and Critters Genre: Informational Text	Target Skill Author's Purpose Target Strategy Summarize Supporting Skill Point of View	Words with <i>ar, or, ore</i>	Accuracy	Read Aloud More Than a Pet Speaking/Listening: Determine Main Ideas and Supporting Details	Target/Academic Vocabulary <i>lying, loyal, partners, shift, quiver, patrol, ability, snap</i> Domain-Specific Vocabulary <i>guide dog, husbandry, colleague, companion, veterinarian</i> Apply Vocabulary Knowledge Multiple-Meaning Words Vocabulary Strategies Prefixes <i>in-, im-</i>	Spelling Principle Vowel + /r/ Sounds Spelling Words Basic Words: <i>horse, mark, storm, market, acorn, artist, March, north, barking, stork, thorn, forest, chore, restore</i> Review Words: <i>dark, story</i> Challenge Words: <i>partner, fortune</i>	Grammar Skill Pronoun-Verb Agreement How English Works Using Verb Teases	Language Skills and Strategies Collaborate: Ask Relevant Questions Interpret: Demonstrate Active Listening Produce: Plan a Presentation How English Works: Use Present Tense Verbs Vocabulary Network: Words About How Dogs Help People	Writing Mode Informative Writing Writing Form Prewrite an Explanatory Essay Focus Trait Purpose Write About Reading Performance Task Research/Media Literacy Take Notes
15	Anchor Text The Extra-good Sunday Genre: Humorous Fiction Paired Selection Imagine a Recipe Genre: Informational Text	Target Skill Understanding Characters Target Strategy Infer/Predict Supporting Skill Formal and Informal Language	Words with <i>er, ir, ur, or</i>	Expression	Read Aloud Give Yourself a Gift Speaking/Listening: Retell the Main Plot Events Speaking and Listening Skill Hold a Group Discussion	Target/Academic Vocabulary <i>anxiously, degrees, tense, ingredients, recommended, remarked, festive, cross</i> Domain-Specific Vocabulary <i>recipe, chef, teaspoon, tablespoon, measurements</i> Apply Vocabulary Knowledge Parts of a Dictionary Entry Vocabulary Strategies Using a Thesaurus	Spelling Principle Vowel + /r/ Sound in <i>nurse</i> Spelling Words Basic Words: <i>nurse, work, shirt, hurt, first, word, serve, curly, dirt, third, worry, turn, stir, firm</i> Review Words: <i>her, girl</i> Challenge Words: <i>perfect, hamburger</i>	Grammar Skill Verb Tenses How English Works Connecting Ideas	Language Skills and Strategies Collaborate: Answer Questions and Add Relevant Information Interpret: Describe Ideas and Text Elements Produce: Write a Procedure How English Works: Recognize and Use Adjectives Vocabulary Network: Words About Cooking	Writing Mode Informative Writing Writing Form Draft an Explanatory Essay Focus Trait Elaboration Write About Reading Performance Task
Performance Task	Anchor Text Technology Wins the Game Genre: Informational Text Anchor Text Aero and Officer Mike Genre: Informational Text							Grammar Review Kinds of Sentences, Subject-Verb Agreement		Writing Mode Informative Writing Writing Form 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 Judy Moody Saves the World! Genre: Humorous Fiction	Target Skill Story Structure Target Strategy Monitor/Clarify Supporting Skill Theme	Words with <i>air, ear, are</i>	Intonation	Read Aloud Counting Cans Speaking/Listening: Ask and Answer Questions Speaking and Listening Skill Report on a Text	Target/Academic Vocabulary <i>recycle, project, dripping, carton, complicated, global, rubbish, hardly, shade, pollution</i> Domain-Specific Vocabulary <i>compost, landfill, conserve</i> Apply Vocabulary Knowledge Use a Dictionary Vocabulary Strategies Context Clues	Spelling Principle Vowel + /r/ Sounds in <i>air</i> and <i>fear</i> Spelling Words Basic Words: <i>air, wear, chair, stairs, bare, bear, hair, care, pear, pair, share, near, ear, beard</i> Review Words: <i>buy, year</i> Challenge Words: <i>earring, compare</i>	Grammar Skill What Are Adjectives and Articles? How English Works Prepositional Phrases	Language Skills and Strategies Collaborate: Add Relevant Information Interpret: Evaluate Language Choices Produce: Plan a Presentation How English Works: Identify and Use Adverbs Vocabulary Network: Words About Conservation	Writing Mode Opinion Writing Writing Form Persuasive Letter Focus Trait Purpose Write About Reading Performance Task
	Paired Selection “My Smelly Pet” from <i>Judy Moody</i> Genre: Humorous Fiction									
17	Anchor Text The Albertosaurus Mystery: Philip Currie’s Hunt in the Badlands Genre: Informational Text	Target Skill Conclusions Target Strategy Visualize Supporting Skill Point of View	Words with /j/ and /s/ Words with the VCCCV Pattern	Stress	Read Aloud Otzi’s Story Speaking/Listening: Answer Questions in Complete Sentences Speaking and Listening Skill Ask and Answer Questions	Target/Academic Vocabulary <i>clues, remains, evidence, prove, fossils, skeletons, uncovering, buried, fierce, location</i> Domain-Specific Vocabulary <i>paleontology, badlands, field notes, sediment</i> Apply Vocabulary Knowledge Use a Digital Dictionary Vocabulary Strategies Suffix -ly	Spelling Principle Words with /j/ and /s/ Spelling Words Basic Words: <i>age, space, change, jawbone, jacket, giant, pencil, circle, once, large, dance, jeans, bounce, huge</i> Review Words: <i>nice, place</i> Challenge Words: <i>excited, gigantic</i>	Grammar Skill Adjectives That Compare How English Works Modifying to Add Details	Language Skills and Strategies Collaborate: Provide Useful Information Interpret: Distinguish Effects of Word Choice Produce: Write an Informational Report How English Works: Connect Ideas Vocabulary Network: Words About Fossils	Writing Mode Opinion Writing Writing Form Opinion Paragraph Focus Trait Elaboration Write About Reading Performance Task
	Paired Selection Finding Fossils for Fun Genre: Informational Text									
18	Anchor Text A Tree Is Growing Genre: Informational Text	Target Skill Text and Graphic Features Target Strategy Question Supporting Skill Domain-Specific Vocabulary	Words with /k/ and /kw/	Expression	Read Aloud The World Tree Speaking/Listening: Ask and Answer Questions in Complete Sentences Speaking and Listening Skill Create an Audio Recording	Target/Academic Vocabulary <i>pollen, store, clumps, passages, absorb, throughout, coverings, spines, tropical, dissolve</i> Domain-Specific Vocabulary <i>roots, growth rings, leaves, precipitation, decay</i> Apply Vocabulary Knowledge Use a Glossary Vocabulary Strategies Word Roots	Spelling Principle Spelling the /k/ and /kw/ Sounds Spelling Words Basic Words: <i>shark, check, queen, circus, flake, crack, second, squeeze, quart, squeak, quick, coldest, Africa, Mexico</i> Review Words: <i>black, thank</i> Challenge Words: <i>correct, question</i>	Grammar Skill Using the Verb <i>be</i> and Helping Verbs How English Works Using Noun Phrases	Language Skills and Strategies Collaborate: Offer Opinions Using Learned Phrases Interpret: Distinguish Effects of Language Choice Produce: Plan a Presentation How English Works: Condense Ideas Vocabulary Network: Words About Trees	Writing Mode Opinion Writing Writing Form Problem-and-Solution Paragraph Focus Trait Conventions Write About Reading Performance Task
	Paired Selection Stopping by Woods on a Snowy Evening Genre: Poetry									

Grade 5 English Language Arts Curriculum Overview										
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 Two Bear Cubs Genre: Myth/Play Paired Selection Whose Land Is It? Genre: Informational Text	Target Skill Story Structure Target Strategy Summarize Supporting Skill Story Message	Vowel Sounds in <i>spoon</i> and <i>wood</i>	Reading Rate	Read Aloud Bear Scare Speaking/Listening: Retell the Story	Target/Academic Vocabulary <i>scolding, greedily, hesitation, ignores, burden, glancing, console, base, drowsy, heroic</i> Related Vocabulary <i>dilemma, embraced, hinder, commended</i> Apply Vocabulary Knowledge Use a Digital Glossary Vocabulary Strategies Prefixes <i>pre-</i>, <i>re-</i>, <i>bi-</i>	Spelling Principle Vowel Sounds in <i>spoon</i> and <i>wood</i> Spelling Words Basic Words: <i>mood, wooden, drew, smooth, blue, balloon, true, crooked, chew, tooth, hooves, cool, food, pooch</i> Review Words: <i>blew, foot</i> Challenge Words: <i>loose, jewel</i>	Grammar Skill More Irregular Verbs How English Works Using Verb Types	Language Skills and Strategies Collaborate: Offer Opinions to Gain and Hold the Floor Interpret: Describe Ideas, Phenomena, and Text Elements Produce: Write a Description How English Works: Understand Text Structure Vocabulary Network: Words About Community	Writing Mode Opinion Writing Writing Form Prewrite a Persuasive Essay Focus Trait Purpose Write About Reading Performance Task Research/Media Literacy Paraphrasing v. Plagiarism
20	Anchor Text Life on the Ice Genre: Informational Text Paired Selection The Raven: An Inuit Myth Genre: Myth	Target Skill Main Ideas and Details Target Strategy Infer/Predict Supporting Skill Literal and Nonliteral Meanings	Compound Words	Accuracy	Read Aloud Clever Colonies Speaking/Listening: Ask and Answer Questions	Target/Academic Vocabulary <i>shelter, layer, constant, climate, wilderness, region, unexpected, gliding, overheated, colony</i> Domain-Specific Vocabulary <i>equator, Fahrenheit, Celsius, precipitation</i> Apply Vocabulary Knowledge Context Sentences Vocabulary Strategies Dictionary/Glossary	Spelling Principle Compound Words Spelling Words Basic Words: <i>birthday, anyone, sometimes, everything, homework, afternoon, airplane, grandmother, something, without, himself, faraway, sunburned, daylight</i> Review Words: <i>someone, cannot</i> Challenge Words: <i>scorekeeper, everybody</i>	Grammar Skill What Is an Adverb? How English Works Text Cohesion	Language Skills and Strategies Collaborate: Negotiate with Others Interpret: Listen Actively Produce: Plan a Presentation How English Works: Understand Possessive Pronouns Vocabulary Network: Words About Cold Climates	Writing Mode Opinion Writing Writing Form Draft a Persuasive Essay Focus Trait Organization Write About Reading Performance Task Research/Media Literacy Citing Sources
Performance Task	Anchor Text The Albertosaurus Mystery Genre: Informational Text Anchor Text Life on the Ice Genre: Informational Text							Grammar Review Kinds of Sentences		Writing Mode Opinion Writing Writing Form Opinion Essay

Grade 4 Language Arts Curriculum Overview										
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 Boy, Were We Wrong About Dinosaurs! Genre: Nonfiction	Target Strategies Monitor/Clarify Question Summarize		Expression	Read Aloud At the Dinosaur Museum Speaking/Listening: Paraphrase a Text	Content Vocabulary Words <i>fossil, waddle, tendons, bask, microscope, blood vessels, scaly, x-rays, herd, comet, asteroid, acid rain, paleontologist</i> Domain-Specific Vocabulary <i>extinct, Mesozoic, predator, prehistoric</i>	Integrated Language Arts Review Spelling Skills Review	Integrated Language Arts Review Grammar Skills Review	Language Skills and Strategies Collaborate: Ask and Answer <i>wh</i> -Questions; Build on Responses; Negotiate in Conversation by Offering Opinions Interpret: Distinguish Effects of Word Choice Produce: Write a Recount; Plan a Panel Presentation How English Works: Use Prepositional Phrases; Use Comparative and Superlative Adjectives Vocabulary Network	Collaborative Project A Dinosaur’s Story Write About Media 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 Sarah, Plain and Tall Genre: Historical Fiction Paired Selection Wagons of the Old West Genre: Informational Text	Target Skill Story Structure Target Strategy Monitor/Clarify Supporting Skill Point of View	Base Words and -ed, -ing	Intonation	Read Aloud Seal’s Story Speaking/Listening: Retell the Story Speaking and Listening Skill Hold a Group Discussion	Target/Academic Vocabulary prairie, slick, fetch, clattered, sniff, rough, battered, thumped, buzzing, rustle Domain-Specific Vocabulary pioneer, expansion, prairie, bonnet Apply Vocabulary Knowledge Parts of a Dictionary Entry Vocabulary Strategies Prefix non-	Spelling Principle Words with -ed and -ing Spelling Words Basic Words: coming, swimming, dropping, tapping, taping, invited, saving, stared, planned, changing, joking, loved, gripped, tasted Review Words: making, stopped Challenge Words: freezing, scared	Grammar Skill Adverbs That Compare How English Works Condensing Ideas	Language Skills and Strategies Collaborate: Offer Opinions to Gain and Hold the Floor Interpret: Describe Ideas and Text Elements Produce: Write a Story How English Works: Identify and Use Past Tense Verbs Vocabulary Network: Words About Moving to New Places	Writing Mode Narrative Writing Writing Form Fictional Narrative Paragraph Focus Trait Development Write About Reading Performance Task
22	Anchor Text The Journey: Stories of Migration Genre: Informational Text Paired Selection The Grasshopper and the Ant Genre: Fable	Target Skill Compare and Contrast Target Strategy Visualize Supporting Skill Author’s Word Choice	Spelling Changes: -s, -es, -ed, -ing Less Common Plurals	Phrasing	Read Aloud The Taste of Hope Speaking/Listening: Determine Main Ideas and Supporting Details Speaking and Listening Skill Create an Audio Recording	Target/Academic Vocabulary survival, migrate, plenty, frightening, accidents, solid, chilly, landscape, thunderous, dramatic Domain-Specific Vocabulary adaptation, basic needs, insect, migration Apply Vocabulary Knowledge Shades of Meaning Vocabulary Strategies Word Roots	Spelling Principle Changing Final y to i Spelling Words Basic Words: cities, cried, puppies, hurried, stories, flies, parties, tried, pennies, fried, carried, babies, spied, ponies Review Words: pretty, very Challenge Words: countries, libraries	Grammar Skill Making Comparisons How English Works Using Noun Phrases	Language Skills and Strategies Collaborate: Provide Counterarguments Interpret: Evaluate Language Choices Produce: Plan a Presentation How English Works: Use Irregular Plural Nouns Vocabulary Network: Words About Migration	Writing Mode Narrative Writing Writing Form Descriptive Paragraph Focus Trait Elaboration Write About Reading Performance Task
23	Anchor Text The Journey of Oliver K. Woodman Genre: Fantasy Paired Selection Moving the U.S. Mail Genre: Informational Text	Target Skill Sequence of Events Target Strategy Analyze/Evaluate Supporting Skill Formal and Informal Language	Suffixes -ful, -y, -ous, -ly, -er	Reading Rate	Read Aloud Piggy Goes to Town Speaking/Listening: Answer Questions Speaking and Listening Skill Recount an Experience	Target/Academic Vocabulary sincere, conversations, managed, inspired, loaded, reunion, loveliest, currently, terror, pleasure Domain-Specific Vocabulary postage stamp, correspondent, e-mail, return address Apply Vocabulary Knowledge Use a Glossary Vocabulary Strategies Suffixes -er, -est	Spelling Principle Suffixes -ful, -ly, and -er Spelling Words Basic Words: singer, loudly, joyful, teacher, fighter, closely, powerful, farmer, quickly, careful, friendly, speaker, wonderful, truly Review Words: hopeful, safely Challenge Words: listener, calmly	Grammar Skill Possessive Nouns and Pronouns How English Works Modifying to Add Details	Language Skills and Strategies Collaborate: Adjust Language Choices Interpret: Distinguish Effects of Word Choice Produce: Write a Response Letter How English Works: Use Adverbs That Tell When Vocabulary Network: Words About Sending Messages	Writing Mode Narrative Writing Writing Form Dialogue Focus Trait Development Write About Reading 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 Dog-of-the-Sea-Waves Genre: Realistic Fiction Paired Selection The Land Volcanoes Built Genre: Informational Text	Target Skill Author’s Purpose Target Strategy Question Supporting Skill Analyze Illustrations	Prefixes <i>un-, pre-, re-, bi-</i>	Accuracy	Read Aloud Mapping the World Speaking/Listening: Ask and Answer Questions	Target/Academic Vocabulary <i>guided, rippled, arrival, voyage, twisted, aboard, anchor, spotted, bay, lava</i> Domain-Specific Vocabulary <i>eruption, magma, mountain, island</i> Apply Vocabulary Knowledge Use Guidewords Vocabulary Strategies Shades of Meaning	Spelling Principle Prefixes <i>re-</i> and <i>un-</i> Spelling Words Basic Words: <i>unfold, rejoin, untie, reheat, unfair, unclear, repaid, rewrite, unhurt, recheck, unlucky, unwrap, reuse, unsure</i> Review Words: <i>reread, unsafe</i> Challenge Words: <i>unbuckle, unknown</i>	Grammar Skill Complex Sentences How English Works Using Verb Tenses	Language Skills and Strategies Collaborate: Adapt Language Choices Interpret: Distinguish Effects of Word Choice Produce: Plan a Presentation How English Works: Connect Ideas Vocabulary Network: Words About Volcanoes	Writing Mode Narrative Writing Writing Form Prewrite a Fictional Narrative Focus Trait Elaboration Write About Reading Performance Task Research/Media Literacy Conduct a Research Project
25	Anchor Text Mountains: Surviving on Mt. Everest Genre: Informational Text Paired Selection The Big Cleanup Genre: Play	Target Skill Text and Graphic Features Target Strategy Infer/Predict Supporting Skill Main Ideas and Details	Suffixes <i>-less, -ness, -able</i>	Expression	Read Aloud Extreme Skiing, Extreme Danger Speaking/Listening: Determine Main Ideas and Supporting Details Speaking and Listening Skill Present a Research Report	Target/Academic Vocabulary <i>approached, section, avalanches, increases, equipment, tanks, slopes, altitude, succeed, halt</i> Domain-Specific Vocabulary <i>peak, summit, range, ridge, landform</i> Apply Vocabulary Knowledge Use a Digital Dictionary Vocabulary Strategies Analogies	Spelling Principle Suffixes <i>-less</i> and <i>-ness</i> Spelling Words Basic Words: <i>painless, sickness, sadness, helpless, thankless, kindness, hopeless, darkness, fearless, thickness, careless, goodness, spotless, softness</i> Review Words: <i>useful, weakly</i> Challenge Words: <i>breathless, eagerness</i>	Grammar Skill More, Most, <i>-er, -est</i> How English Works Text Structure	Language Skills and Strategies Collaborate: Ask and Answer Questions Interpret: Describe Ideas Produce: Write a Text Summary How English Works: Condense Ideas Vocabulary Network: Words About Mountains	Writing Mode Narrative Writing Writing Form Draft a Fictional Narrative Focus Trait Conventions Write About Reading Performance Task
Performance Task	Supporting Text The Grasshopper and the Ant Genre: Fable Anchor Text Dog-of-the-Sea-Waves Genre: Realistic Fiction							Grammar Review Kinds of Sentences, Using Adjectives and Adverbs to Compare		Writing Mode Narrative Writing Writing Form 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
26	Anchor Text The Foot Race Across America Genre: Narrative Nonfiction Paired Selection Paca and the Beetle: A Folktale from Brazil Genre: Folktale Fast Track, Ode to My Shoes Genre: Poetry Trade Book Donavan's Word Jar Author: Monalisa DeGross Genre: Realistic Fiction Trade Book Jake Drake, Know-It-All Author: Andrew Clements Genre: Realistic Fiction	Target Skill Main Ideas and Details Target Strategy Analyze/Evaluate	Common Final Syllables <i>-tion, -sion, -ture</i>	Accuracy	Read Aloud Outrunning Polio Speaking/Listening: Ask Questions Speaking and Listening Skill Brainstorming Problems and Solutions	Review Vocabulary <i>principal, proud, announced, advice, loyal, ability, absorb, loveliest, compete, approached</i> Vocabulary Strategies Suffix <i>-ion</i> Domain-Specific Vocabulary <i>competition, motivation, victorious, willpower</i>	Spelling Principle Words with VCCV Pattern Spelling Words Basic Words: <i>person, helmet, until, carpet, Monday, enjoy, forget, problem, Sunday, garden, order, mistake, umpire, herself</i> Review Words: <i>after, under</i> Challenge Words: <i>expect, wisdom</i>	Grammar Skill Abbreviations How English Works Connecting Ideas	Language Skills and Strategies Collaborate: Follow Turn-Taking Rules Interpret: Ask and Answer Questions to Demonstrate Active Learning Produce: Write a Speech How English Works: Understand Text Structure Vocabulary Network: Words About Determination	Writing Mode Informative Writing Writing Form Compare-and-Contrast Paragraph Focus Trait Organization Write About Reading Performance Task
	Anchor Text The Power of Magnets Genre: Expository Nonfiction Paired Selection Electromagnets and You Genre: Photo Essay Science Fair Project, Magnets Genre: Poetry Trade Book Donavan's Word Jar Author: Monalisa DeGross Genre: Realistic Fiction Trade Book Jake Drake, Know-It-All Author: Andrew Clements Genre: Realistic Fiction	Target Skill Cause and Effect Target Strategy Summarize	Double Consonants	Intonation	Read Aloud Maglev Trains Speaking/Listening: Explain Causes and Effects Speaking and Listening Skill Deliver a News Report	Review Vocabulary <i>research, tools, familiar, gadget, invention, experiment, electric, power, prove, improve</i> Vocabulary Strategies Homographs and Homophones Domain-Specific Vocabulary <i>attract, repel, poles, electromagnet</i>	Spelling Principle Words with Double Consonants Spelling Words Basis Words: <i>jelly, bottom, pillow, happen, butter, lesson, cherry, sudden, arrow, dollar, hello, rabbit, letter, button</i> Review Words: <i>funny, better</i> Challenge Words: <i>stubborn, mirror</i>	Grammar Skill Contractions How English Works Modifying to Add Details	Language Skills and Strategies Collaborate: Affirm Others Interpret: Describe Phenomena Produce: Write an Exposition How English Works: Use Indefinite Pronouns Vocabulary Network: Words About Magnets	Writing Mode Informative Writing Writing Form Problem/Solution Paragraph Focus Trait Elaboration Write About Reading 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 Becoming Anything He Wants to Be Genre: Biography Paired Selection My Blue Belt Day! Genre: Journal Entry I Chop Chop, Long Jump Genre: Poetry Trade Book Donavan's Word Jar Author: Monalisa DeGross Genre: Realistic Fiction Trade Book Jake Drake, Know-It-All Author: Andrew Clements Genre: Realistic Fiction	Target Skill Fact and Opinion Target Strategy Visualize	Words with <i>ough</i> and <i>ough</i>	Phrasing	Read Aloud Rising to the Challenge Speaking/Listening: Determine Main Ideas and Supporting Details Speaking and Listening Skill Give a Descriptive Presentation	Review Vocabulary <i>throughout, textures, peak, steep, tropical, landscape, slopes, altitude, survival, equipment</i> Vocabulary Strategies Word Roots Domain-Specific Vocabulary <i>overcome, agility, barriers, championship</i>	Spelling Principle Words with <i>ough</i> and <i>ough</i> Spelling Words Basic Words: <i>taught, thought, rough, laugh, bought, cough, ought, caught, fought, daughter, tough, through, enough, brought</i> Review Words: <i>was, draw</i> Challenge Words: <i>sought, naughty</i>	Grammar Skill Commas in Sentences How English Works Text Structure	Language Skills and Strategies Collaborate: Offer Opinions and Ideas Interpret: Evaluate Language Choices Produce: Plan a Speech How English Works: Use Helping Verbs and Future Tense Vocabulary Network: Words About Being Active	Writing Mode Informative Writing Writing Form Instructions Focus Trait Conventions Write About Reading Performance Task
	Anchor Text A New Team of Heroes Genre: Drama Paired Selection C-H-A-M-P-I-O-N Genre: Informational Text Defender, Spellbound Genre: Poetry Trade Book Donavan's Word Jar Author: Monalisa DeGross Genre: Realistic Fiction Trade Book Jake Drake, Know-It-All Author: Andrew Clements Genre: Realistic Fiction	Target Skill Understanding Characters Target Strategy Monitor/Clarify	Words Ending in <i>-er</i> or <i>-le</i>	Expression	Read Aloud Two Players Speaking/Listening: Hold a Discussion Speaking and Listening Skill Dramatize a Story	Review Vocabulary <i>excitement, score, athletes, tense, succeed, league, earn, partners, pleasure, contribute</i> Vocabulary Strategies Prefixes <i>un-</i> and <i>dis-</i> Domain-Specific Vocabulary <i>compete, pressure, defense, teammate</i>	Spelling Principle Words Ending with <i>-er</i> or <i>-le</i> Spelling Words Basic Words: <i>apple, river, little, October, ladder, summer, purple, later, November, giggle, uncle, winter, center, double</i> Review Words: <i>flower, people</i> Challenge Words: <i>whistle, character</i>	Grammar Skill What Is a Preposition? How English Works Text Structure	Language Skills and Strategies Collaborate: Offer Opinions to Gain and Hold the Floor Interpret: Distinguish Effects of Word Choice Produce: Write a Play How English Works: Use Possessive Nouns Vocabulary Network: Words About Champions	Writing Mode Informative Writing Writing Form Prewrite a Research Report Focus Trait Evidence Write About Reading 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 Saving Buster Genre: Realistic Fiction Paired Selection Acting Across Generations Genre: News Article Company's Coming Genre: Poetry Trade Book Donavan's Word Jar Author: Monalisa DeGross Genre: Realistic Fiction Trade Book Jake Drake, Know-It-All Author: Andrew Clements Genre: Realistic Fiction	Target Skill Conclusions Target Strategy Question	Schwa Sound	Reading Rate	Read Aloud Service Dogs Speaking/Listening: Determine Main Ideas and Supporting Details Speaking and Listening Skill Present a Visual	Review Vocabulary <i>worried, certainly, raise, afford, applause, anxiously, dramatic, guided, ingredients, fetch</i> Vocabulary Strategies Compound Words Domain-Specific Vocabulary <i>donate, city council, theater group, senior center</i>	Spelling Principle Words Beginning with a- or be- Spelling Words Basic Words: <i>below, about, belong, around, again, alone, because, above, between, alive, behind, begin, along, before</i> Review Words: <i>away, want</i> Challenge Words: <i>awhile, beyond</i>	Grammar Skill Correct Pronouns How English Works Modifying to Add Details	Language Skills and Strategies Collaborate: Negotiate with Others Interpret: Distinguish Effects of Word Choice Produce: Prepare a Presentation How English Works: Use Adverbs to Compare Vocabulary Network: Words About Working Together	Writing Mode Informative Writing Writing Form Draft a Research Report Focus Trait Organization Write About Reading Performance Task
	Trade Book Capoeira Genre: Informational Text	Target Strategies Analyze/Evaluate Summarize Visualize Monitor/Clarify Question		Phrasing and Punctuation	Read Aloud Come to a Capoeira Academy Speaking/Listening: Identify Main Ideas and Supporting Details	Content Vocabulary <i>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</i> Domain-Specific Vocabulary <i>competitive, graceful, strategy, coordination, flexible</i>	Integrated Language Arts Review Spelling Skills Review	Integrated Language Arts Review Grammar Skills Review	Language Skills and Strategies Collaborate: Offer Opinions to Negotiate; Provide Counterarguments Interpret: Describe Ideas, Phenomena, and Text Elements; Listen Actively Produce: Write a Report; Plan a Presentation How English Works: Connect Ideas; Understand Reflexive Pronouns Vocabulary Network	Collaborative Project School Board Presentation Write About Media 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 Because of Winn-Dixie Genre: Realistic Fiction Paired Selection Because of BookEnds Genre: Informational Text	Target Skill Story Structure Target Strategy Summarize Second Read Skills Point of View Flashback	The VCV Syllable Pattern	Accuracy and Self-Correction	Read Aloud Sideline Support Speaking/Listening: Paraphrase Text Speaking and Listening Skill How to Have a Literature Discussion	Target/Academic Vocabulary <i>comfort, mention, mood, properly, intends, consisted, positive, advanced, peculiar, talent</i> Domain-Specific Vocabulary <i>citizen, resident, volunteer, public servant</i> Vocabulary Strategies Prefixes <i>re-</i>, <i>un-</i>, <i>dis-</i>	Spelling Principle Short <i>a</i> and Long <i>a</i> Spelling Words Basic Words: <i>blade, gray, past, afraid, magic, delay, amaze, drain, maybe, break, sale, hang, stain, glass, raft, jail, crayon, fact, stale, steak</i> Review Words: <i>skate, plan, chain, today, erase</i> Challenge Words: <i>fraction, trait, champion, activity, graceful</i>	Grammar Skill What Is a Sentence? How English Works Noun Phrases	Language Skills and Strategies Collaborate: Ask and Answer Questions Interpret: Text Elements: Character Produce: Recount Experiences How English Works: Identify Common Nouns Vocabulary Network: Words About Friendship	Writing Mode Narrative Writing Writing Form Descriptive Paragraph Writing Focus Elaboration Write About Reading Performance Task
2	Anchor Text My Brother Martin: A Sister Remembers Growing Up with the Rev. Dr. Martin Luther King Jr. Genre: Biography Paired Selection Langston Hughes: A Poet and a Dreamer Genre: Poetry	Target Skill Author's Purpose Target Strategy Monitor/Clarify Second Read Skills Explain Historical Events Idioms	Open and Closed Syllables	Phrasing: Pauses	Read Aloud The Troublemaker Who Healed a Nation Speaking/Listening: Contribute to Group Discussions	Target/Academic Vocabulary <i>injustice, numerous, segregation, nourishing, captured, dream, encounters, preferred, recall, example</i> Domain-Specific Vocabulary abolish, disobedience, slavery, reform Vocabulary Strategies Prefixes <i>in-</i>, <i>im-</i>, <i>il-</i>, <i>ir-</i>	Spelling Principle Short <i>e</i> and Long <i>e</i> Spelling Words Basic Words: <i>west, steep, member, gleam, fresh, freedom, speed, steam, beast, believe, speck, kept, cheap, pretend, greed, shelf, least, eager, reason, chief</i> Review Words: <i>sweet, smell, spent, treat, leave</i> Challenge Words: <i>echo, menu, creature, reveal, restaurant</i>	Grammar Skill Kinds of Sentences How English Works Modifying to Add Details	Language Skills and Strategies Collaborate: Follow Turn-Taking Rules Interpret: Listen Actively to Ask and Answer Questions Produce: Make a Presentation How English Works: Identify Connecting Words Vocabulary Network: Words About Changing the World	Writing Mode Narrative Writing Writing Form Story Writing Focus Purpose Write About Reading Performance Task Research/Media Literacy Use Internet Sources
3	Anchor Text My Librarian Is a Camel Genre: Informational Text Paired Selection From Idea to Book Genre: Informational Text	Target Skill Cause and Effect Target Strategy Visualize Second Read Skills Interpret Visuals Domain-Specific Vocabulary	The VCCV Syllable Pattern	Accuracy	Read Aloud Bridging the Gap Speaking/Listening: Evaluate Language Choices	Target/Academic Vocabulary <i>isolated, virtual, devour, remote, impassable, access, obtain, preserve, extremes, avid</i> Domain-Specific Vocabulary <i>demographics, censorship, public domain, public opinion</i> Vocabulary Strategies Using Context	Spelling Principle Short <i>i</i> and Long <i>i</i> Spelling Words Basic Words: <i>skill, crime, grind, tonight, brick, flight, live, chill, delight, build, ditch, decide, witness, wind, district, inch, sigh, fright, remind, split</i> Review Words: <i>gift, tight, sight, blind, shiny</i> Challenge Words: <i>ignorant, recognize, advice, twilight, rigid</i>	Grammar Skill Quotations How English Works Text Structure	Language Skills and Strategies Collaborate: Affirm Others Interpret: Determine the Meanings of Unknown Words Produce: Write a Story How English Works: Use Connecting Words Vocabulary Network: Words About Volunteering	Writing Mode Narrative Writing Writing Form Dialogue Writing Focus Conventions Write About Reading Performance Task Research/Media Literacy Take Notes and Categorize Information

READING LITERATURE & INFORMATIONAL TEXT			FOUNDATIONAL SKILLS		SPEAKING & LISTENING	LANGUAGE			WRITING
Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening	Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
Anchor Text The Power of W.O.W! Genre: Play Paired Selection The Kid’s Guide to Money Genre: Informational Text	Target Skill Theme Target Strategy Analyze/Evaluate Second Read Skills Elements of Drama Allusion	VCV and VCCV Syllable Patterns	Intonation	Read Aloud Bookmobile Rescue Speaking/Listening: Demonstrate Active Listening Speaking and Listening Skill Recount an Experience	Target/Academic Vocabulary <i>assist, burglaries, innocent, scheme, regretfully, misjudged, suspect, favor, speculated, prior</i> Domain-Specific Vocabulary <i>charity, coalition, involvement, community service</i> Vocabulary Strategies Prefixes <i>non-</i>, <i>mis-</i>	Spelling Principle Short o and Long oo Spelling Words Basic Words: <i>block, shown, oatmeal, wrote, fellow, scold, coast, odd, locate, slope, throat, host, online, shock, solve, known, remote, stock, boast, globe</i> Review Words: <i>foam, shadow, clock, glow, coach</i> Challenge Words: <i>bonus, approach, motion, continent, accomplish</i>	Grammar Skill Fragments and Run-On Sentences How English Works Verb Phrases	Language Skills and Strategies Collaborate: Add Relevant Information Interpret: Evaluate Language Choices Produce: Plan a Presentation How English Works: Use Connecting Words to Link Ideas Vocabulary Network: Words About Helping	Writing Mode Narrative Writing Writing Form Fictional Narrative: Prewrite Writing Focus Organization Write About Reading Organization
Anchor Text Stormalong Genre: Tall Tale Paired Selection Hoderi the Fisherman Genre: Play/Folk Tale	Target Skill Understanding Characters Target Strategy Infer/Predict Second Read Skills Hyperbole Point of View	Homophones	Expression	Read Aloud Mighty Joe Magarac Speaking/Listening: Analyze Language Choices Speaking and Listening Skill Literature Discussion	Target/Academic Vocabulary <i>yearning, memorable, betrayed, condition, seafaring, shortage, tidal, outcast, foaming, horrified</i> Domain-Specific Vocabulary <i>lifestyle, tolerance, values, social rules</i> Vocabulary Strategies Reference Materials	Spelling Principle Homophones Spelling Words Basic Words: <i>wait, weight, heard, herd, days, daze, heel, heal, peak, peek, sent, cent, scent, feet, feat, vain, vane, vein, miner, minor</i> Review Words: <i>it’s, its, their, there, they’re</i> Challenge Words: <i>raise, raze, rays, principal, principle</i>	Grammar Skill Proper Nouns How English Works Text Cohesion	Language Skills and Strategies Collaborate: Offer Opinions and Ideas Interpret: Distinguish Effects of Word Choices Produce: Write a Drama How English Works: Use Prepositions to Add Details Vocabulary Network: Words About Storytelling	Writing Mode Narrative Writing Writing Form Imaginative Story: Draft, Revise, Edit, Publish Writing Focus Conventions Write About Reading Performance Task
Anchor Text My Librarian Is a Camel Genre: Informational Text Supporting Text Because of BookEnds Genre: Informational Text							Grammar Review Kinds of Sentences, Quotation Marks		Writing Mode Narrative Writing Writing Form Story

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 Invasion from Mars Genre: Play Paired Selection The History of Radio Genre: Informational Text	Target Skill Story Structure Target Strategy Infer/Predict Second Read Skills Elements of Drama Formal and Informal Language	Common Consonant Patterns: Digraphs	Expression	Read Aloud The Tunguska Event Speaking/Listening: Join Ideas in a Sentence Speaking and Listening Skill Listen to a Recording	Target/Academic Vocabulary <i>alarmed, reacted, convey, daring, awe, luminous, indescribable, extraordinary, fade, conferring</i> Domain-Specific Vocabulary <i>broadcast, correspondent, journalism, public relations</i> Vocabulary Strategies Suffixes -y, -ous	Spelling Principle Vowel Sounds: Short u and Long u, /yoo/, /oo/ Spelling Words Basic Words: <i>bunch, fruit, argue, crumb, crew, tune, juice, refuse, truth, young, clue, trunk, amuse, suit, rude, trust, dew, stuck, rescue, brush</i> Review Words: <i>drew, true, cube, Sunday, stuff</i> Challenge Words: <i>computer, mustard, tissue, customer, attitude</i>	Grammar Skill Verbs How English Works Using Verb Tenses	Language Skills and Strategies Collaborate: Gain and/or Hold the Floor Interpret: Distinguish Effects of Words and Shades of Meaning Produce: Plan a Presentation How English Works: Use Conjunctions to Connect Ideas Vocabulary Network: Words About Performances	Writing Mode Informative Writing Writing Form News Report Writing Focus Organization Write About Reading Performance Task
	7	Anchor Text Coming Distractions: Questioning Movies Genre: Informational Text Paired Selection How Do They Do That? Genre: Informational Text	Target Skill Fact and Opinion Target Strategy Summarize Second Read Skills Explain Concepts and Ideas Domain-Specific Vocabulary	Common Consonant Patterns: Clusters	Phrasing: Punctuation	Read Aloud Steven Spielberg: A Filmmaker’s Journey Speaking/Listening: Identify Sequence	Target/Academic Vocabulary <i>entertaining, promote, focus, advertise, jolts, critics, target, thrilling, angles, generated</i> Domain-Specific Vocabulary <i>studio, producer, release, manipulate</i> Vocabulary Strategies Greek and Latin Word Parts <i>phon, photo, graph, auto, tele</i>	Spelling Principle Vowel Sounds: /oo/, /oo/ Spelling Words Basic Words: <i>bloom, cookbook, tool, shampoo, put, wool, stool, proof, prove, group, brook, foolish, bush, crooked, booth, raccoon, hook, groom, roof, soup</i> Review Words: <i>stood, spoon, shook, balloon, tooth</i> Challenge Words: <i>bulletin, cocoon, cushion, proofread, marooned</i>	Grammar Skill Verb Tenses How English Works Text Structure	Language Skills and Strategies Collaborate: Negotiate with Others in Conversations and Add Ideas Interpret: Analyze Text Elements: Main Idea Produce: Write a Procedure How English Works: Understand Pronoun Referents Vocabulary Network: Words About Communication

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 Me and Uncle Romie Genre: Realistic Fiction Paired Selection Sidewalk Artists Genre: Readers' Theater	Target Skill Understanding Characters Target Strategy Visualize Second Read Skills Point of View Theme	Stressed and Unstressed Syllables	Stress	Read Aloud Jazzy Jasmine Speaking/Listening: Organize and Express Ideas Speaking and Listening Skill Hold a Literature Discussion	Target/Academic Vocabulary <i>glorious, studio, concerned, model, smeared, ruined, yanked, streak, schedule, feast</i> Domain-Specific Vocabulary <i>craftsmanship, aesthetics, exhibition, representation</i> Vocabulary Strategies Figurative Language	Spelling Principle Vowel Sounds: /ou/, /ô/ Spelling Words Basic Words: <i>aloud, bald, hawk, south, faucet, proud, claw, tower, stalk, couple, howl, false, dawn, allow, drown, pause, fault, cause, amount, cloudier</i> Review Words: <i>awful, power, sound, almost, thousand</i> Challenge Words: <i>applaud, foul, browse, gnaw, doubt</i>	Grammar Skill Progressive Verb Tenses How English Works Connecting Ideas	Language Skills and Strategies Collaborate: Express Likes and Dislikes and a Counterargument Interpret: Listen Actively Produce: Make a Presentation How English Works: Expand Noun Phrases Vocabulary Network: Words About Art	Writing Mode Informative Writing Writing Form Book Report Writing Focus Purpose Write About Reading Performance Task
9	Anchor Text Dear Mr. Winston Genre: Realistic Fiction Paired Selection Field Guide to Snakes of the Southwest Genre: Informational Text	Target Skill Conclusions and Generalizations Target Strategy Question Second Read Skills Understanding Characters Humor	Common Beginning Syllables	Accuracy	Read Aloud Is Sasquatch Out There? Speaking/Listening: Contribute to Group Discussions	Target/Academic Vocabulary <i>fault, borrow, reference, fainted, genuine, local, apologize, proof, slimy, insisted</i> Domain-Specific Vocabulary <i>reference material, database, retrieval, bibliography</i> Vocabulary Strategies Antonyms	Spelling Principle Vowel +/r/ Sounds Spelling Words Basic Words: <i>spark, prepare, cheer, tear, scarf, scare, repair, earring, scarce, weird, sharp, rear, spare, gear, hairy, compare, alarm, harsh, upstairs, square</i> Review Words: <i>air, clear, large, pair, chair</i> Challenge Words: <i>weary, startle, appear, barnacle, awareness</i>	Grammar Skill Compound and Complex Sentences How English Works Using Noun Phrases	Language Skills and Strategies Collaborate: Offer Opinions Interpret: Determine Meanings of Unknown Words Produce: Select Language Resources How English Works: Use Verbs and Verb Phrases Vocabulary Network: Words About Researching	Writing Mode Informational Writing Writing Form Explanatory Essay: Prewrite Writing Focus Evidence Write About Reading Performance Task Research/Media Literacy Investigate a Topic
10	Anchor Text José! Born to Dance Genre: Biography Paired Selection Dance to the Beat Genre: Poetry	Target Skill Author's Purpose Target Strategy Analyze/Evaluate Second Read Skills Simile and Metaphor Genre: Biography	Vowel + r in Multi-Syllable Words	Intonation	Read Aloud Mexican Dove Speaking/Listening: Demonstrate Active Listening Speaking and Listening Skill Recount an Experience	Target/Academic Vocabulary <i>debut, stubborn, permission, hauling, mournful, towered, triumph, discouraged, toured, border</i> Domain-Specific Vocabulary <i>choreography, dynamic, intermission, troupe</i> Vocabulary Strategies Shades of Meaning	Spelling Principle More Vowel + /r/ Sounds Spelling Words Basic Words: <i>learn, dirty, worn, sore, thirst, burn, record, cure, board, course, worth, early, return, pure, world, search, worse, thirteen, sport, current</i> Review Words: <i>first, hurt, work, third, storm</i> Challenge Words: <i>curious, thorough, earnest, portion, foreign</i>	Grammar Skill Pronouns How English Works Using Verb Types	Language Skills and Strategies Collaborate: Adapt Language Choices Interpret: Evaluate Language Choices Produce: Plan a Presentation How English Works: Modify to Add Details Vocabulary Network: Words About Dance	Writing Mode Informational Writing Writing Form Explanatory Essay: Draft, Revise, Edit, Publish Writing Focus Elaboration Write About Reading 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 Me and Uncle Romie Genre: Realistic Fiction Anchor Text Dear Mr. Winston Genre: Realistic Fiction							Grammar Review Compound Sentences, Verb Tenses		Writing Mode Informative Writing Writing Form Literary Analysis Essay
Extended Reading	Trade Book Discovering Mars: The Amazing Story of the Red Planet Genre: Informational Text	Target Strategies Summarize Visualize Analyze/Evaluate Monitor/Clarify		Accuracy and Self-Correction	Read Aloud Over the Moon Speaking/Listening: Use Transition Words	Content Vocabulary Words <i>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</i> Domain-Specific Vocabulary <i>orbit, constellation, asteroid, space probe</i>	Integrated Language Arts Review Spelling Skills Review	Integrated Language Arts Review Grammar Skills Review	Language Skills and Strategies Collaborate: Adapt Language; Adjust Language for Purpose, Task, Audience Interpret: Determine Meanings of Unknown Words; Evaluate Language Choices Produce: Write an Explanation; Plan a Speech How English Works: Regular and Irregular Past Tense Verbs; Identify and Use Noun Phrases Vocabulary Network	Collaborative Project Mars Expedition Seminar Write About Media 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 Hurricanes: Earth's Mightiest Storms Genre: Informational Text Paired Selection Recovering from Katrina Genre: Newspaper Article	Target Skill Text and Graphic Features Target Strategy Infer/Predict Second Read Skills Explain Scientific Ideas Text Structure	Compound Words	Phrasing: Punctuation	Read Aloud The Big Storm Speaking/Listening: Use Transition Words	Target/Academic Vocabulary <i>whirling, rapidly, condense, source, rotating, rage, experience, ancient, predict, registered</i> Domain-Specific Vocabulary <i>barometer, humidity, pressure, condensation</i> Vocabulary Strategies Suffixes <i>-ful, -less, -ness, -ment</i>	Spelling Principle Compound Words Spelling Words Basic Words: <i>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</i> Review Words: <i>birthday, anyone, everything, without, sometimes</i> Challenge Words: <i>field trip, absent-minded, life jacket, skyscraper, nevertheless</i>	Grammar Skill Frequently Confused Words How English Works Text Cohesion	Language Skills and Strategies Collaborate: Adapt Language Choices for Purpose, Task, and Audience Interpret: Analyze Language Choices Produce: Plan an Exposition How English Works: Use Compound and Complex Sentences Vocabulary Network: Words About Weather	Writing Mode Opinion Writing Writing Form Persuasive Paragraph Writing Focus Purpose Write About Reading Performance Task Research/Media Literacy Conduct a Research Project
12	Anchor Text The Earth Dragon Awakes Genre: Historical Fiction Paired Selection Twisters Genre: Informational Text	Target Skill Sequence of Events Target Strategy Visualize Second Read Skills Conclusions and Generalizations Author's Word Choice	Base Words and Endings	Rate	Read Aloud Safe from Harm Speaking/Listening: Paraphrase Text Speaking and Listening Skill Paraphrase Information in Diverse Media	Target/Academic Vocabulary <i>trembles, wreckage, slab, possessions, tenement, crushing, rubble, debris, timbers, constructed</i> Domain-Specific Vocabulary <i>core, crust, epicenter, landform, rock</i> Vocabulary Strategies Synonyms	Spelling Principle Words with <i>-ed</i> or <i>-ing</i> Spelling Words Basic Words: <i>rising, traced, stripped, slammed, dancing, striped, winning, snapping, bragging, handled, dripped, begged, dared, skipped, hitting, spotted, raced, dimmed, spinning, escaped</i> Review Words: <i>changing, joking, swimming, wrapped, tapping</i> Challenge Words: <i>urged, striving, whipped, breathing, quizzed</i>	Grammar Skill Possessive Nouns How English Works Text Cohesion	Language Skills and Strategies Collaborate: Follow Turn-Taking Rules Interpret: Analyze Language Choices Produce: Prepare a Presentation How English Works: Condense Clauses Vocabulary Network: Words About Natural Disasters	Writing Mode Opinion Writing Writing Form Problem-Solution Composition Writing Focus Organization Write About Reading 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 Antarctic Journal: Four Months at the Bottom of the World Genre: Narrative Nonfiction Paired Selection Cold, Cold Science Genre: Informational Text	Target Skill Sequence of Events Target Strategy Summarize Second Read Skills Simile and Metaphor Domain-Specific Vocabulary	Recognizing Common Word Parts	Phrasing: Pauses	Read Aloud On My Way to Meet the Khan: Excerpts from Marco Polo's Adventures Speaking/Listening: Review Key Ideas Speaking and Listening Skill Discuss to Compare and Contrast Accounts	Target/Academic Vocabulary <i>display, alert, weariness, fractured, standards, vision, huddle, graceful, stranded, concluded</i> Domain-Specific Vocabulary <i>ecosystem, food web, energy, resource</i> Vocabulary Strategies Greek and Latin Word Parts <i>spect, struct, tele, vis</i>	Spelling Principle More Words with -ed or -ing Spelling Words Basic Words: <i>wiped, covered, mapped, pleasing, slipped, putting, traveled, seeking, visiting, mixed, shipped, phoning, offered, smelling, hiking, checking, fainted, landed, becoming, wandering</i> Review Words: <i>fixing, saving, stared, dropped, grinning</i> Challenge Words: <i>amusing, entertained, admitted, stunning, starving</i>	Grammar Skill Modal Auxiliaries How English Works Using Verb Tenses	Language Skills and Strategies Collaborate: Respond Using Gestures and Words Interpret: Describe Ideas, Phenomena, and Text Elements Produce: Write a Retelling How English Works: Understand Personal Pronouns Vocabulary Network: Words About Interdependence	Writing Mode Opinion Writing Writing Form Persuasive Letter Writing Focus Evidence Write About Reading Performance Task
	Anchor Text The Life and Times of the Ant Genre: Informational Text Paired Selection The Dove and the Ant Genre: Fable/Traditional Tale	Target Skill Text and Graphic Features Target Strategy Question Second Read Skills Explain Scientific Concepts and Ideas Author's Purpose	Recognizing Suffixes	Stress	Read Aloud Wicked Wind Speaking/Listening: Adapt Language Choices	Target/Academic Vocabulary <i>social, exchanges, excess, reinforce, storage, transport, chamber, scarce, obstacles, transfers</i> Domain-Specific Vocabulary <i>arthropod, exoskeleton, larva, invertebrate</i> Vocabulary Strategies Suffixes -able, -ible	Spelling Principle Final Long e Spelling Words Basic Words: <i>turkey, lonely, colony, steady, hungry, valley, hockey, starry, melody, movie, duty, drowsy, chimney, plenty, daily, alley, fifty, empty, injury, prairie</i> Review Words: <i>cherry, jelly, sticky, worry, curly</i> Challenge Words: <i>envy, fiery, mercy, discovery, mystery</i>	Grammar Skill Participles How English Works Modifying to Add Details	Language Skills and Strategies Collaborate: Ask Relevant Questions Interpret: Listen Actively Produce: Plan a Presentation How English Works: Use Present Tense Verbs Vocabulary Network: Words About Living Things	Writing Mode Opinion Writing Writing Form Persuasive Essay: Prewrite Writing Focus Purpose Write About Reading Performance Task Research/Media Literacy 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 Ecology for Kids Genre: Informational Text Paired Selection Wonderful Weather: "Fog," "Weather," "Umbrella," "Spring Rain," and "Weatherbee's Diner" Genre: Poetry	Target Skill Main Ideas and Details Target Strategy Monitor/Clarify Second Read Skills Author's Word Choice Analyze an Argument	Three-Syllable Words	Expression	Read Aloud Forests Are Forever Speaking/Listening: Use Precise Vocabulary	Target/Academic Vocabulary <i>organisms, directly, affect, traces, vast, habitats, variety, species, banned, radiation</i> Domain-Specific Vocabulary <i>conversation, extinction, endangered, erosion, climate</i> Vocabulary Strategies Using Context	Spelling Principle Changing Final y to i Spelling Words Basic Words: <i>tiniest, hobbies, copied, countries, pitied, easier, laziest, families, spied, happiest, ladies, friendlier, studied, busier, breezier, prettiest, noisier, healthier, butterflies, funniest</i> Review Words: <i>hurried, stories, carried, pennies, babies</i> Challenge Words: <i>heaviest, categories, communities, multiplied, qualities</i>	Grammar Skill Irregular Verbs How English Works Condensing Ideas	Language Skills and Strategies Collaborate: Add Relevant Information Interpret: Determine Meanings of Unknown Words Produce: Write a Procedure How English Works: Recognize Adjectives and Nouns Vocabulary Network: Words About Friendship	Writing Mode Opinion Writing Writing Form Persuasive Essay: Draft, Revise, Edit, Publish Writing Focus Elaboration Write About Reading Performance Task Research/Media Literacy Conduct a Research Project
Performance Task	Anchor Text Antarctic Journal Genre: Informational Text Paired Selection Cold, Cold Science Genre: Informational Text							Grammar Review Types of Sentences, Punctuation		Writing Mode Opinion Writing Writing Form 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 Riding Freedom Genre: Historical Fiction Paired Selection Spindletop Genre: Informational Text	Target Skill Compare and Contrast Target Strategy Monitor/Clarify Second Read Skills Personification Genre: Historical Fiction	Sound/Spelling Changes	Rate	Read Aloud Getting the Story Speaking/Listening: Support Opinions with Text Evidence Speaking and Listening Skill Report on a Text	Target/Academic Vocabulary <i>escorted, swelled, relied, reputation, worthy, churning, situation, deserve, defended, satisfied</i> Domain-Specific Vocabulary <i>frontier, pioneer, expansion, territory</i> Vocabulary Strategies Figurative Language	Spelling Principle Spelling /k/, /ng/, and /kw/ Spelling Words Basic Words: <i>risky, track, topic, blank, question, pocket, monkey, junk, equal, ache, public, attack, struck, earthquake, picnic, banker, electric, blanket, mistake, stomach</i> Review Words: <i>quick, squeeze, shark, second, circus</i> Challenge Words: <i>request, skeleton, peculiar, attic, reckless</i>	Grammar Skill Adjectives How English Works Connecting Ideas	Language Skills and Strategies Collaborate: Building on Responses Interpret: Evaluate Language Choices Produce: Plan a Presentation How English Works: Expand Sentences with Adverbs Vocabulary Network: Words About Success	Writing Mode Narrative Writing Writing Form Descriptive Paragraph Writing Focus Development Write About Reading Performance Task
17	Anchor Text The Right Dog for the Job: Ira’s Path from Service Dog to Guide Dog Genre: Narrative Nonfiction Paired Selection Knowing Noses: Search-and-Rescue Dogs Genre: Informational Text	Target Skill Sequence of Events Target Strategy Summarize Second Read Skills Main Idea and Details Domain-Specific Vocabulary	More Sound/Spelling Changes	Intonation	Read Aloud Let Me Be Brave Speaking/Listening: Use Connecting Words Speaking and Listening Skill Literature Discussion	Target/Academic Vocabulary <i>reward, graduate, symbol, foster, disobey, confidence, patiently, confesses, ceremony, performs</i> Domain-Specific Vocabulary <i>safety, well-being, lifestyle, precaution</i> Vocabulary Strategies Suffixes <i>-ion, -ation, -ition</i>	Spelling Principle Words with Final /j/ and /s/ Spelling Words Basic Words: <i>glance, judge, damage, package, twice, stage, carriage, since, practice, marriage, baggage, office, message, bridge, chance, notice, ridge, manage, palace, bandage</i> Review Words: <i>once, dance, change, age, bounce</i> Challenge Words: <i>fringe, average, fleece, fragrance, excellence</i>	Grammar Skill Adverbs How English Works Text Cohesion	Language Skills and Strategies Collaborate: Ask and Answer Questions and Provide Feedback Interpret: Analyze Language Choices Produce: Write an Information Report How English Works: Connect Ideas Vocabulary Network: Words About Animal Training	Writing Mode Narrative Writing Writing Form Friendly Letter Writing Focus Purpose Write About Reading 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
18	Anchor Text Hercules' Quest Genre: Myth Paired Selection Zomo's Friends Genre: Folktale	Target Skill Story Structure Target Strategy Question Second Read Skills Theme Allusion	Recognizing Prefixes <i>re-, un-, dis-</i>	Accuracy and Self-Correction	Read Aloud Theseus and the Minotaur Speaking/Listening: Paraphrase Speaking and Listening Skill Tell a Story	Target/Academic Vocabulary <i>acquire, unfortunate, coerce, boasted, beamed, glared, ceased, declared, devised, resourceful</i> Domain-Specific Vocabulary <i>legacy, mythology, tradition, quest</i> Vocabulary Strategies Adages and Proverbs	Spelling Principle Prefixes: <i>re-, un-, dis-</i> Spelling Words Basic Words: <i>unused, refresh, dislike, replace, unpaid, redo, disorder, unplanned, distrust, rewind, untrue, unload, recall, displease, uneven, rebuild, restart, uncover, untidy, discolor</i> Review Words: <i>reuse, unfair, rewrite, unclear, untie</i> Challenge Words: <i>disband, rearrange, discontinue, refund, unusual</i>	Grammar Skill Prepositions and Prepositional Phrases How English Works Using Verb Tenses	Language Skills and Strategies Collaborate: Offer Opinions Interpret: Analyze Language Choices Produce: Plan a Speech How English Works: Condense Ideas Vocabulary Network: Words About Heroic Characters	Writing Mode Narrative Writing Writing Form Story Writing Focus Elaboration Write About Reading Performance Task
19	Anchor Text Harvesting Hope: The Story of Cesar Chavez Genre: Biography Paired Selection The Edible Schoolyard Genre: Informational Text	Target Skill Conclusions and Generalizations Strategy Infer/Predict Second Read Skills Idioms Problem and Solution	More Common Suffixes	Stress	Read Aloud The Father of India Speaking/Listening: Offer Opinions	Target/Academic Vocabulary <i>overcome, association, capitol, drought, dedicate, publicity, violence, conflicts, horizon, brilliant</i> Domain-Specific Vocabulary <i>agronomy, commerce, cultivate subsistence</i> Vocabulary Strategies Reference Materials	Spelling Principle Suffixes: <i>-ful, -less, -ness, -ment</i> Spelling Words Basic Words: <i>colorful, weakness, movement, endless, truthful, illness, cheerful, useless, beautiful, restless, clumsiness, pavement, peaceful, fondness, neatness, speechless, statement, wasteful, penniless, treatment</i> Review Words: <i>kindness, careful, sickness, helpless, fearful</i> Challenge Words: <i>numbness, ailment, resourceful, cleanliness, appointment</i>	Grammar Skill Relative Pronouns and Adverbs How English Works Condensing Ideas	Language Skills and Strategies Collaborate: Gain and/or Hold the Floor Interpret: Describe Ideas Produce: Write a Description How English Works: Understand Text Structure Vocabulary Network: Words About Agriculture	Writing Mode Narrative Writing Writing Form Personal Narrative: Prewrite Writing Focus Organization Write About Reading Performance Task Research/Media Literacy 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 Sacagawea Genre: Biography Paired Selection Native American Nature Poetry Genre: Poetry	Target Skill Main Ideas and Details Strategy Visualize Second Read Skills Onomatopoeia Text Structure	VCCV Pattern and Word Parts	Phrasing: Punctuation	Read Aloud Race Against Death Speaking/Listening: Use Complete Sentences Speaking and Listening Skill Paraphrase Text Read Aloud	Target/Academic Vocabulary <i>territory, accompany, proposed, interpreter, duty, supplies, route, corps, clumsy, landmark</i> Domain-Specific Vocabulary <i>cultural identity, language, celebration, indigenous</i> Vocabulary Strategies Shades of Meaning	Spelling Principle Words with VCCV Pattern Spelling Words Basic Words: <i>million, collect, lumber, pepper, plastic, borrow, support, thirty, perfect, attend, canyon, traffic, fortune, danger, soccer, engine, picture, survive, seldom, effort</i> Review Words: <i>until, invite, happen, forget, letter</i> Challenge Words: <i>occur, venture, challenge, rascal, splendid</i>	Grammar Skill Abbreviations How English Works Using Noun Phrases	Language Skills and Strategies Collaborate: Gain and/or Hold the Floor Interpret: Describe Ideas Produce: Write a Description How English Works: Introduce Possessive Pronouns Vocabulary Network: Words About Expeditions	Writing Mode Narrative Writing Writing Form Personal Narrative: Draft, Revise, Edit, Publish Writing Focus Conventions Write About Reading Performance Task
	Anchor Text Riding Freedom Genre: Realistic Fiction Anchor Text Hercules' Quest Genre: Myth							Grammar Review Types of Sentences, Punctuation		Writing Mode Opinion Writing Writing Form Response to Literature
	Trade Book Horses Genre: Informational Text	Target Strategies Monitor/Clarify Visualize Infer/Predict		Expression	Read Aloud The Horse in Mongolian Culture Speaking/Listening: Explain Historical Events	Content Vocabulary Words <i>ancestor, grazing, faint, sensitive, sense, nuzzling, dominant, gaits, stride, markings, bays, roans, duns, offspring, feral, moors, mounted, bareback, shod</i> Domain-Specific Vocabulary <i>tame, animal husbandry, feral, breeding, herd</i>	Integrated Language Arts Review Spelling Skills Review	Integrated Language Arts Review Grammar Skills Review	Language Skills and Strategies Collaborate: Ask and Answer <i>wh</i> - Questions; Offer Opinions to Negotiate Interpret: Analyze Language Choices Produce: Write a Recount; Plan a Presentation How English Works: Modify to Add Details; Use Nouns and Noun Phrases Vocabulary Network	Collaborative Project Domestication Documentary Write About Media 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 The World According to Humphrey Genre: Fantasy Paired Selection Make the Switch Genre: Advertisement	Target Skill Theme Target Strategy Summarize Second Read Skills Idioms Point of View	VCV Pattern and Word Parts	Accuracy	Read Aloud Fun and Games on the Range Speaking/Listening: Paraphrase Speaking and Listening Skill Literature Discussion	Target/Academic Vocabulary <i>appreciate, blaring, combination, promptly, introduce, nocturnal, feats, effort, suggest, racket</i> Vocabulary Strategies Using Context	Spelling Principle Words with VCV Pattern Spelling Words Basic Words: <i>event, humor, rapid, music, relief, planet, detail, unite, frozen, figure, siren, polite, hotel, protest, punish, defend, relay, habit, student, moment</i> Review Words: <i>alive, open, orange, begin, forest</i> Challenge Words: <i>rumor, jealous, license, image, rival</i>	Grammar Skill Comparative and Superlative Adjectives and Adverbs How English Works Connecting Ideas	Language Skills and Strategies Collaborate: Persuade Others in Conversation Interpret: Determine Meaning of Unfamiliar Words Produce: Write a Story How English Works: Use Verbs and Verb Phrases Vocabulary Network: Words About Technology	Writing Mode Informative Writing Writing Form Summary Writing Focus Evidence Write About Reading Performance Task
22	Anchor Text I Could Do That! Esther Morris Gets Women the Vote Genre: Biography Paired Selection The Role of the Constitution Genre: Informational Text	Target Skill Cause and Effect Target Strategy Infer/Predict Second Read Skills Conclusions and Generalizations Domain-Specific Vocabulary	Syllable Patterns and Word Parts	Phrasing: Pauses	Read Aloud Jane’s Big Ideas Speaking/Listening: Use Connecting Words	Target/Academic Vocabulary <i>politics, intelligent, disorderly, approve, polls, legislature, amendment, candidates, informed, denied</i> Domain-Specific Vocabulary <i>suffrage, legislation, assembly, judicial</i> Vocabulary Strategies Adages and Proverbs	Spelling Principle Words with VCCV and VCV Patterns Spelling Words Basic Words: <i>dentist, final, finish, narrow, shelter, ahead, corner, hollow, divide, famous, recent, silver, capture, cabin, dinner, minus, minute, value, reward, broken</i> Review Words: <i>again, enough, market, pencil, powder</i> Challenge Words: <i>decent, secure, standard, frontier, stampede</i>	Grammar Skill Negatives How English Works Modifying to Add Details	Language Skills and Strategies Collaborate: Prove Counterarguments Interpret: Evaluate Language Choices Produce: Plan a Presentation How English Works: Use Regular and Irregular Plural Nouns Vocabulary Network: Words About Voting	Writing Mode Informative Writing Writing Form Explanation Writing Focus Elaboration Write About Reading Performance Task Research/Media Literacy 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 The Ever-Living Tree: The Life and Times of a Coast Redwood Genre: Informational Text Paired Selection Towering Trees Genre: Poetry	Target Skill Text and Graphic Features Target Strategy Monitor/Clarify Second Read Skills Similes Text Structure	Difficult VCCV Patterns	Stress	Read Aloud Deserts on the Move? Speaking/Listening: Demonstrate Active Listening Speaking and Listening Skill Recount an Experience	Target/Academic Vocabulary <i>resources, dense, evaporate, shallow, moisture, civilized, continent, opportunities, customs, independent</i> Domain-Specific Vocabulary: <i>seedling, pollination, maturity, life cycle, germinate</i> Vocabulary Strategies Prefixes <i>pre-</i>, <i>inter-</i>, <i>ex-</i>	Spelling Principle Words with VCCV Pattern Spelling Words Basic Words: <i>poster, secret, whether, author, rocket, bushel, agree, bucket, ticket, declare, chicken, clothing, apron, whiskers, degree, gather, achieve, rather, bracket, machine</i> Review Words: <i>person, basket, between, artist, jacket</i> Challenge Words: <i>regret, nephew, method, decline, vibrate</i>	Grammar Skill Punctuation How English Works Text Structure	Language Skills and Strategies Collaborate: Adapt Language Choices Interpret: Distinguish Effects of Choices Produce: Write a Response How English Works: Modify to Add Details Vocabulary Network: Words About Trees	Writing Mode Informative Writing Writing Form Procedural Composition Writing Focus Organization Write About Reading Performance Task
24	Anchor Text Owen and Mzee: The True Story of a Remarkable Friendship Genre: Narrative Nonfiction Paired Selection Sea Sanctuary Genre: Informational Text	Target Skill Compare and Contrast Target Strategy Analyze/Evaluate Second Read Skills Fact and Opinion Author's Word Choice	VCCCV Pattern	Intonation	Read Aloud New Friends in the Newsroom Speaking/Listening: Recount an Experience	Target/Academic Vocabulary <i>bond, suffered, intruder, companion, enclosure, inseparable, charged, chief, exhausted, affection</i> Domain-Specific Vocabulary: <i>adaptation, community, learned behavior, survive, shelter</i> Vocabulary Strategies Suffixes <i>-ed</i>, <i>-ly</i>	Spelling Principle Words with VCCCV Pattern Spelling Words Basic Words: <i>hundred, supply, single, middle, explain, surprise, pilgrim, sandwich, instead, complete, monster, settle, address, farther, sample, although, turtle, athlete, orchard, kingdom</i> Review Words: <i>daughter, neighbor, children, pumpkin, uncle</i> Challenge Words: <i>fortress, instant, exclaim, mattress, sculptor</i>	Grammar Skill Commas How English Works Using Verb Types	Language Skills and Strategies Collaborate: Adjust Language for Purpose, Task, and Audience Interpret: Distinguish Effects of Word Choice Produce: Plan a Presentation How English Works: Connect Ideas Vocabulary Network: Words About Behavior	Writing Mode Informative Writing Writing Form Research Report: Prewrite Writing Focus Purpose Write About Reading Performance Task Research/Media Literacy 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 The Fun They Had Genre: Science Fiction Paired Selection Toys! Amazing Stories Behind Some Great Inventions Genre: Informational Text	Target Skill Author's Purpose Target Strategy Question Second Read Skills Genre: Science Fiction Formal and Informal Language	VV Pattern	Adjust Rate to Purpose	Read Aloud The Future of Flight Speaking/Listening: Identify Reasons and Text Evidence Speaking and Listening Skill Tell a Story	Target/Academic Vocabulary <i>progress, calculated, dispute, centuries, superior, insert, waste, inspector, mechanical, average</i> Domain-Specific Vocabulary: <i>storage device, scanner, disc, records</i> Vocabulary Strategies Greek and Latin Word Parts <i>meter, therm, aud, fac</i>	Spelling Principle Words with VV Pattern Spelling Words Basic Words: <i>idea, lion, usual, radio, liar, poem, India, piano, January, quiet, poet, science, diary, violin, period, February, cereal, video, meteor, rodeo</i> Review Words: <i>giant, lesson, program, quart, problem</i> Challenge Words: <i>variety, gradual, geography, diagram, punctuate</i>	Grammar Skill Proper Mechanics How English Works Condensing Ideas	Language Skills and Strategies Collaborate: Ask and Answer Questions Interpret: Describe Ideas and Phenomena Produce: Write a Retelling How English Works: Condense Ideas Vocabulary Network: Words About Inventions	Writing Mode Informative Writing Writing Form Research Report: Draft, Revise, Edit, Publish Writing Focus Elaboration Write About Reading Performance Task
Performance Task	Anchor Text I Could Do That! Genre: Biography Paired Selection The Role of the Constitution Genre: Informational Text							Grammar Review Proper Mechanics, Quotations		Writing Mode Informative Writing Writing Form 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 The Girl Who Loved Spiders Genre: Realistic Fiction Paired Selection Web Wise Genre: Informational Text “The Spider,” “Spider Ropes” Genre: Poetry Trade Book Justin and the Best Biscuits in the World Author: Mildred Pitts Walter Genre: Realistic Fiction Trade Book Phineas L. MacGuire... Gets Slimed! Author: Frances O’Roark Dowell Genre: Realistic Fiction	Target Skill Story Structure Target Strategy Visualize Second Read Skills Point of View	Common Final Syllables	Expression	Read Aloud The Importance of Spiders Speaking/Listening: Paraphrase Text Speaking and Listening Skill Presenting/Viewing a Dramatic Performance	Target/Academic Vocabulary <i>peculiar, intends, captured, nourishing, isolated, obtain, assist, favor, condition, memorable</i> Vocabulary Strategies Greek and Latin Word Parts	Spelling Principle Final Schwa + /r/ Sound Spelling Words Basic Words: <i>enter, banner, sugar, shower, motor, collar, labor, finger, mirror, beggar, favor, bother, fever, doctor, temper, actor, polar, sweater, traitor, whenever</i> Review Words: <i>river, summer, dollar, center, number</i> Challenge Words: <i>calendar, error, popular, barrier, director</i>	Grammar Skill Making Comparisons How English Works Connecting Ideas	Language Skills and Strategies Collaborate: Respond and Follow Turn-Taking Rules Interpret: Listen Actively Produce: Plan a Speech How English Works: Understand Text Structure Vocabulary Network: Words About Exploring Nature	Writing Mode Opinion Writing Writing Form Response to Fiction Writing Focus Evidence Write About Reading Performance Task
	Anchor Text Amphibian Alert! Genre: Informational Text Paired Selection The Frog in the Milk Pail Genre: Fable “Toad by the Road,” “The Poison-Dart Frogs” Genre: Poetry Trade Book Justin and the Best Biscuits in the World Author: Mildred Pitts Walter Genre: Realistic Fiction Trade Book Phineas L. MacGuire... Gets Slimed! Author: Frances O’Roark Dowell Genre: Realistic Fiction	Target Skill Main Ideas/Details Target Strategy Question Second Read Skills Word Choice	More Final Syllables	Phrasing: Punctuation	Read Aloud Nowhere Else on Earth Speaking/Listening: Use Connecting Words Speaking and Listening Skill Make an Informational Presentation	Target/Academic Vocabulary <i>betrayed, shortage, species, continent, scarce, focus, convey, alert, introduce, opportunities</i> Vocabulary Strategies Analogies	Spelling Principle Final Schwa + /l/ Sound Spelling Words Basic Words: <i>title, towel, battle, pedal, metal, simple, eagle, special, total, trouble, nickel, gentle, barrel, model, tangle, ankle, marvel, juggle, squirrel, riddle</i> Review Words: <i>circle, travel, apple, little, purple</i> Challenge Words: <i>cancel, decimal, material, pretzel, triangle</i>	Grammar Skill More Comparisons How English Works Modifying to Add Details	Language Skills and Strategies Collaborate: Ask and Answer Questions and Add Information Interpret: Determine Meanings of Unknown Words Produce: Write an Exposition How English Works: Use Indefinite Pronouns Vocabulary Network: Words About Protecting Wildlife	Writing Mode Opinion Writing Writing Form Journal Entry Writing Focus Elaboration Write About Reading 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 Museums: Worlds of Wonder Genre: Expository Nonfiction Paired Selection Making the Most from Trash Genre: Photo Essay “Dinosaur Bone,” “Museum Farewell” Genre: Poetry Trade Book Justin and the Best Biscuits in the World Author: Mildred Pitts Walter Genre: Realistic Fiction Trade Book Phineas L. MacGuire... Gets Slimed! Author: Frances O’Roark Dowell Genre: Realistic Fiction	Target Skill Fact and Opinion Target Strategy Monitor/Clarify Second Read Skills Tone	Stress in Multisyllable Words	Rate	Read Aloud Digging Up the Past Speaking/Listening: Pose and Respond to Questions Speaking and Listening Skill Make an Informal Presentation	Target/Academic Vocabulary <i>apologize, genuine, triumph, source, registered, display, concluded, obstacles, affect, vast</i> Vocabulary Strategies Prefixes <i>con-</i>, <i>com-</i>, <i>in-</i>, <i>im-</i>	Spelling Principle Three-Syllable Words Spelling Words Basic Words: <i>library, another, hospital, example, deliver, history, however, several, vacation, important, victory, imagine, camera, potato, remember, together, memory, favorite, continue, president</i> Review Words: <i>unlucky, powerful, grandmother, November</i> Challenge Words: <i>internal, ornament, interview, universe, article</i>	Grammar Skill Possessive Pronouns How English Works Using Verb Types	Language Skills and Strategies Collaborate: Offer Opinions Interpret: Evaluate Language Choices Produce: Plan a Presentation How English Works: Use Verbs and Verb Phrases Vocabulary Network: Words About Museums	Writing Mode Opinion Writing Writing Form Public Service Announcement Writing Focus Organization Write About Reading Performance Task
29	Anchor Text Save Timber Woods! Genre: Readers’ Theater Paired Selection Following Muir: Persuasive Essay Genre: Persuasive Essay “The Comb of Trees,” “Enjoy the Earth” Genre: Poetry Trade Book Justin and the Best Biscuits in the World Author: Mildred Pitts Walter Genre: Realistic Fiction Trade Book Phineas L. MacGuire... Gets Slimed! Author: Frances O’Roark Dowell Genre: Realistic Fiction	Target Skill Understanding Characters Target Strategy Infer/Predict Second Read Skills Mood	Words with Silent Consonants	Phrasing: Pauses	Read Aloud Creatures of the Bog Speaking/Listening: Review Key Ideas Speaking and Listening Skill Discuss Symbols and Images in Media	Target/Academic Vocabulary <i>defended, satisfied, confidence, symbol, boasted, resourceful, brilliant, publicity, territory, proposed</i> Vocabulary Strategies Word Origins	Spelling Principle Words with Silent Consonants Spelling Words Basic Words: <i>half, comb, mortgage, honor, fasten, kneel, wreath, calm, answer, handsome, wrinkle, listen, fetch, yolk, climb, honest, knuckle, plumber, limb, folktale</i> Review Words: <i>talk, knife, wrong, knock, hour</i> Challenge Words: <i>tomb, glisten, design, hasten, wrestle</i>	Grammar Skill Text Structure How English Works Text Structure	Language Skills and Strategies Collaborate: Gain and Hold the Floor Interpret: Distinguish Effects of Word Choice Produce: Write a Drama How English Works: Use Nouns and Noun Phrases Vocabulary Network: Words About Conservation	Writing Mode Opinion Writing Writing Form Opinion Essay Writing Focus Organization Write About Reading 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 Mystery at Reed’s Pond Genre: Mystery Paired Selection A Big Python Problem Genre: Informational Text “Naming the Turtle,” “Greater Flamingo” Genre: Poetry Trade Book Justin and the Best Biscuits in the World Author: Mildred Pitts Walter Genre: Realistic Fiction Trade Book Phineas L. MacGuire... Gets Slimed! Author: Frances O’Roark Dowell Genre: Realistic Fiction	Target Skill Conclusions/ Generalizations Target Strategy Summarize Second Read Skills Word Choice	Unusual Spellings	Accuracy and Self-Correction	Read Aloud Saving Sea Turtles Speaking/Listening: Identify Reasons and Text Evidence Speaking and Listening Skill Dramatize a Story	Target/Academic Vocabulary <i>appreciate, effort, denied, informed, shallow, resources, average, suffered, inspector, progress</i> Vocabulary Strategies Suffixes -er, -or, -ist	Spelling Principle Unusual Spellings Spelling Words Basic Words: <i>meant, routine, style, flood, month, pleasant, guess, women, either, against, disguise, sweat, magazine, guard, receive, wonder, league, type, ceiling, money</i> Review Words: <i>front, head, elbow, shoe, mind</i> Challenge Words: <i>plaid, onion, guarantee, rhyme, submarine</i>	Grammar Skill Pronoun Contractions How English Works Text Cohesion	Language Skills and Strategies Collaborate: Negotiate and Elaborate on Ideas Interpret: Distinguish Effects of Word Choice Produce: Prepare a Speech How English Works: Recognize and Use Comparative and Superlative Adverbs Vocabulary Network: Words About Ecology	Writing Mode Opinion Writing Writing Form Opinion Essay Writing Focus Conventions Write About Reading Performance Task
Extended Reading	Trade Book Sea Turtles: Ocean Nomads Genre: Informational Text	Target Strategies Visualize Question Infer/Predict Summarize		Phrasing: Punctuation	Read Aloud Giant Turtles at Sea Speaking/Listening: Paraphrase	Content Vocabulary <i>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</i> Domain-Specific Vocabulary <i>aquarium, hibernate, tropics, vertebrate</i>	Integrated Language Arts Review Spelling Skills Review	Integrated Language Arts Review Grammar Skills Review	Language Skills and Strategies Collaborate: Negotiate with Others; Provide Counterarguments; Offer Opinions Interpret: Describe Ideas; Listen Actively Produce: Write a Report; Plan a Presentation How English Works: Connect Ideas; Use Reflexive Pronouns Vocabulary Network	Collaborative Project Save the Sea Turtles Write About Media 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 A Package for Mrs. Jewls Genre: Humorous Fiction Paired Selection Questioning Gravity Genre: Readers' Theater	Target Skill Story Structure Target Strategy Summarize Second Read Skills Irony Point of View	VCV Syllable Pattern	Expression	Read Aloud Ode to Lunch Speaking/Listening: Listen for Story Structure in a Narrative Poem	Target/Academic Vocabulary <i>disturbing, interrupted, squashing, specialty, struggled, staggered, wobbled, collapsed, numb, shifted</i> Domain-Specific Words <i>acceleration, inertia, momentum, physical property</i> Vocabulary Strategies Using Context	Spelling Principle Short Vowels Spelling Words Basic Words: <i>breath, wobble, blister, crush, direct, promise, grasp, numb, hymn, shovel, gravity, frantic, swift, feather, comic, bundle, solid, weather, energy, stingy</i> Review Words: <i>bunch, district, track, pleasant, odd</i> Challenge Words: <i>instruct, distress, summit, massive, physical</i>	Grammar Skill Complete Sentences How English Works Text Structure	Language Skills and Strategies Collaborate: Ask and Answer Questions Interpret: Text Elements: Character Produce: Plan a Presentation How English Works: Identify and Use Proper Nouns Vocabulary Network: Words About Experiments	Writing Mode Narrative Writing Writing Form Short Story Focus Purpose Write About Reading Performance Task Research/Media Literacy Conduct Research to Solve a Problem
2	Anchor Text A Royal Mystery Genre: Play Paired Selection The Princess and the Pea Genre: Fairytale	Target Skill Theme Target Strategy Question Second Read Skills Elements of Drama Characterization	Vowel Sounds in VCV Syllable Patterns	Accuracy	Read Aloud The Iron Princess Speaking/Listening: Summarize by Condensing Ideas Speaking and Listening Skill Present a Multimedia Story Adaptation	Target/Academic Vocabulary <i>discomfort, primitive, interior, honored, secretive, immersed, bungled, contagious, brandishing, imprinted</i> Domain-Specific Words <i>alternative medium, dimension, mood, performance, technique</i> Vocabulary Strategies Prefixes <i>non-, un-, dis-, mis-</i>	Spelling Principle Long <i>a</i> and Long <i>e</i> Spelling Words Basic Words: <i>awake, feast, stray, greet, praise, disease, repeat, display, braces, thief, ashamed, sleeve, waist, beneath, sheepish, release, remain, sway, training, niece</i> Review Words: <i>stale, afraid, freedom, eager, explain</i> Challenge Words: <i>terrain, succeed, betray, motivate, upheaval</i>	Grammar Skill Kinds of Sentences How English Works Modifying to Add Details	Language Skills and Strategies Collaborate: Ask and Answer Questions; Follow Rules Interpret: Listen Actively Produce: Plan a Presentation How English Works: Identify and Use Proper Nouns Vocabulary Network: Words About Visual and Performing Arts	Writing Mode Narrative Writing Writing Form Descriptive Narrative Focus Development Write About Reading Performance Task
3	Anchor Text Off and Running Genre: Realistic Fiction Paired Selection Vote for Me! Genre: Persuasive Text	Target Skill Compare and Contrast Target Strategy Infer/Predict Second Read Skills Idioms Formal and Informal Language	VCCV Pattern	Intonation	Read Aloud Should We Let Politics Become Personal? Speaking/Listening: Identify Evidence to Support a Point Speaking and Listening Skill Participate in a Debate	Target/Academic Vocabulary <i>debate, inflated, shaken, decorated, gradually, hesitated, scanned, stalled, beckoned, prodded</i> Domain-Specific Words <i>ballot, campaign, debate, election, slogan</i> Vocabulary Strategies Using Context	Spelling Principle Long <i>i</i> and Long <i>o</i> Spelling Words Basic Words: <i>sign, groan, reply, thrown, strike, mighty, stroll, compose, dough, height, excite, apply, slight, define, odor, spider, control, silent, brighten, approach</i> Review Words: <i>sigh, twice, shown, tonight, remote</i> Challenge Words: <i>require, reproach, defy, plight, opponent</i>	Grammar Skill Compound Sentences How English Works Using Noun Phrases	Language Skills and Strategies Collaborate: Build on Responses Interpret: Determine Meaning of Unknown Words Produce: Write a Story How English Works: Use Verb Tenses to Convey Time Vocabulary Network: Words About Politics	Writing Mode Narrative Writing Writing Form Dialogue Focus Elaboration Write About Reading 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 Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood Genre: Narrative Nonfiction Paired Selection Score! Genre: Poetry	Target Skill Sequence of Events Target Strategy Monitor/Clarify Second Read Skills Rhythm Narrative Pacing	Digraphs in Multisyllable Words	Phrasing: Pauses	Read Aloud Learning the Ropes Speaking/Listening: Understand Relationships by Identifying Sequence Words	Target/Academic Vocabulary <i>unison, uniform, mastered, competition, identical, element, routine, intimidated, recite, qualifying</i> Domain-Specific Words <i>athletics, cardiovascular, physical exam, sportsmanship</i> Vocabulary Strategies Suffixes <i>-ion, -tion</i>	Spelling Principle Vowel Sounds: /ōō/, /yōō/ Spelling Words Basic Words: <i>glue, flute, youth, accuse, bruise, stew, choose, loose, lose, view, confuse, cruise, jewel, execute, route, cartoon, avenue, include, assume, souvenir</i> Review Words: <i>fruit, group, refuse, argue, foolish</i> Challenge Words: <i>conclude, pursuit, intrude, subdue, presume</i>	Grammar Skill Common and Proper Nouns How English Works Using Verb Tenses	Language Skills and Strategies Collaborate: Give Instructions Interpret: Language Choices Produce: Plan a Presentation How English Works: Identify and Use Connecting Words Vocabulary Network: Words About Competition	Writing Mode Narrative Writing Writing Form Fictional Narrative Focus Purpose Write About Reading Performance Task Research/Media Literacy Answer a Research Question
5	Anchor Text Elisa's Diary Genre: Realistic Fiction Paired Selection Words Free as Confetti Genre: Poetry	Target Skill Theme Target Strategy Visualize Second Read Skills Dialogue Sequence of Events	Stressed and Unstressed Syllables	Stress	Read Aloud Fair or Foul? Speaking/Listening: Listen for Details that Suggest Theme/Message Speaking and Listening Skill Participate in a Group Discussion	Target/Academic Vocabulary <i>officially, preliminary, opponents, brutal, embarrassed, typically, gorgeous, supposedly, sweeping, obvious</i> Domain-Specific Words <i>cultural identity, language barrier, perspective, non-verbal communication, translation</i> Vocabulary Strategies Suffixes <i>-ly, -ful</i>	Spelling Principle Vowel Sounds: /ou/, /ô/, /oi/ Spelling Words Basic Words: <i>ounce, sprawl, launch, loyal, avoid, basketball, moist, haunt, scowl, naughty, destroy, saucer, pounce, poison, August, auction, royal, coward, awkward, encounter</i> Review Words: <i>cause, faucet, tower, false, amount</i> Challenge Words: <i>poise, loiter, exhaust, assault, alternate</i>	Grammar Skill Singular and Plural Nouns How English Works Modifying to Add Details	Language Skills and Strategies Collaborate: Offer Opinions Interpret: Distinguish Effects of Word Choice and Shades of Meaning Produce: Write a Drama How English Works: Use Prepositions Vocabulary Network: Words About Expression	Writing Mode Narrative Writing Writing Form Fictional Narrative Focus Conventions Write About Reading Performance Task
Performance Task	Anchor Text Off and Running Genre: Realistic Fiction Supporting Text Vote for Me! Genre: Persuasive Text							Grammar Review Complete Sentences, Kinds of Sentences		

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 Quest for the Tree Kangaroo Genre: Informational Text	Target Skill Cause and Effect Target Strategy Question	Common Beginning Syllables	Expression	Read Aloud America’s Eagle Speaking/Listening: Summarize a Text Read Aloud	Target/Academic Vocabulary <i>dwarfed, presence, procedure, outfitted, transferred, calculate, snug, perch, enthusiastic, beaming</i> Domain-Specific Words <i>adaptive, endangered species, habitat, preservation, satellite tracking</i> Vocabulary Strategies Synonyms and Antonyms	Spelling Principle Vowel + /r/ Sounds Spelling Words Basic Words: <i>glory, aware, carton, adore, aboard, dairy, ordeal, pardon, warn, vary, barely, torch, barge, soar, beware, absorb, armor, stairway, perform, former</i> Review Words: <i>board, repair, sharp, square, compare</i> Challenge Words: <i>discard, forfeit, orchestra, rarity, hoard</i>	Grammar Skill Verbs How English Works Connecting Ideas	Language Skills and Strategies Collaborate: Gain and Hold the Floor Interpret: Distinguish Effects of Word Choices and Shades of Meaning Produce: Plan a Presentation How English Works: Connect Ideas Vocabulary Network: Words About Animal Research	Writing Mode Informative Writing Writing Form Procedural Composition Focus Organization Write About Reading Performance Task Research/Media Literacy Investigate Different Aspects of a Topic
	Paired Selection Why Koala Has No Tail Genre: Myth	Second Read Skills Quotes and Description Domain-Specific Vocabulary								
7	Anchor Text Old Yeller Genre: Historical Fiction	Target Skill Understanding Characters Target Strategy Visualize	Vowel + /r/ Sounds	Intonation	Read Aloud Annie’s Pride Speaking/Listening: Summarize by Using Compare-and-Contrast Sentence Frames	Target/Academic Vocabulary <i>frantic, lunging, stride, checking, wheeled, bounding, shouldered, strained, romp, picturing</i> Domain-Specific Words <i>decisiveness, devotion, maturity, obligation, self-sacrificing</i> Vocabulary Strategies Adages and Proverbs	Spelling Principle More Vowel + /r/ Sounds Spelling Words Basic Words: <i>earth, peer, twirl, burnt, smear, further, appear, worthwhile, nerve, pier, squirm, weary, alert, murmur, one-third, reverse, worship, career, research, volunteer</i> Review Words: <i>early, world, rear, current, cheer</i> Challenge Words: <i>yearn, engineer, interpret, dreary, external</i>	Grammar Skill Direct and Indirect Objects How English Works Condensing Ideas	Language Skills and Strategies Collaborate: Negotiate with Others in Conversations Interpret: Describe Ideas, Phenomena, and Text Elements Produce: Write an Explanation How English Works: Understand Text Cohesion Vocabulary Network: Words About Relationships and Situations	Writing Mode Informative Writing Writing Form Compare-Contrast Essay Focus Elaboration Write About Reading Performance Task Research/Media Literacy Report on a Text
	Paired Selection What Makes It Good? Genre: Persuasive Text	Second Read Skills Dialect Author’s Word Choice								

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 Everglades Forever: Restoring America's Great Wetland Genre: Narrative Nonfiction Paired Selection National Parks of the West Genre: Informational Text	Target Skill Author's Purpose Target Strategy Analyze/ Evaluate Second Read Skills Explain Scientific Ideas Domain-Specific Vocabulary	Homophones	Adjust Rate to Purpose	Read Aloud Attack of the Alien Species Speaking/Listening: Respond to Read- Aloud Using Domain- Specific Words Speaking and Listening Skill Explain an Author's Argument	Target/Academic Vocabulary <i>endangered, unique, adapted, vegetation, conserving, restore, guardians, attracted, regulate, responsibility</i> Domain-Specific Words <i>carbon footprint, ecosystem, natural resource, wilderness</i> Vocabulary Strategies Prefixes <i>en-, re-, pre-</i>, <i>pro-</i>	Spelling Principle Homophones Spelling Words Basic Words: <i>steel, steal, aloud, allowed, ring, wring, lesson, lessen, who's, whose, manor, manner, pedal, peddle, berry, bury, hanger, hangar, overdo, overdue</i> Review Words: <i>wait, weight, vain, vane, vein</i> Challenge Words: <i>canvass, canvas, site, sight, cite</i>	Grammar Skill Conjunctions How English Works Text Cohesion	Language Skills and Strategies Collaborate: Express Opinions and Counterarguments Interpret: Listening Actively Produce: Plan a Speech How English Works: Expand Noun Phrases Vocabulary Network: Words About Conservation	Writing Mode Informative Writing Writing Form Cause-and-Effect Essay Focus Evidence Write About Reading Performance Task
9	Anchor Text Storm Warriors Genre: Historical Fiction Paired Selection Pea Island's Forgotten Heroes Genre: Informational Text	Target Skill Conclusions and Generalizations Target Strategy Infer/Predict Second Read Skills Point of View Characterization	Compound Words	Phrasing: Punctuation	Read Aloud A Watery Grave Speaking/Listening: Listen to Fluent Reading and Group Words into Phrases Speaking and Listening Skill Hold a Literature Discussion	Target/Academic Vocabulary <i>critical, secured, realization, annoyance, bundle, clammy, squalling, commotion, demolished, elite</i> Domain-Specific Words <i>bold, competent, humility, purpose, unflappable</i> Vocabulary Strategies Greek and Latin Roots	Spelling Principle Compound Words Spelling Words Basic Words: <i>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</i> Review Words: <i>goodbye, all right, forever, twenty-two, somebody</i> Challenge Words: <i>motorcycle, overseas, quick-witted, stomachache, bulletin board</i>	Grammar Skill Complex Sentences How English Works Using Noun Phrases	Language Skills and Strategies Collaborate: Offer Opinions to Persuade Others Interpret: Determine Meanings of Unknown Words Produce: Write a Story How English Works: Use Linking Verbs Vocabulary Network: Words About Courage	Writing Mode Informative Writing Writing Form Research Report Focus Evidence Write About Reading 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
10	Anchor Text Cougars Genre: Informational Text Paired Selection Purr-fection Genre: Poetry	Target Skill Main Ideas and Details Target Strategy Monitor/Clarify Second Read Skills Explain Scientific Ideas Domain-Specific Vocabulary	Recognizing Schwa + /r/ Sounds	Stress	Read Aloud Who Tamed the Cat? Speaking/Listening: Summarize by Condensing Ideas	Target/Academic Vocabulary <i>unobserved, available, detecting, mature, ferocious, resemble, particular, vary, contentment, keen</i> Domain-Specific Words <i>adaptation, development, instinctive, observation, trait</i> Vocabulary Strategies Shades of Meaning	Spelling Principle Final Schwa + /r/ Sounds Spelling Words Basic Words: <i>cellar, flavor, cougar, chapter, mayor, anger, senator, passenger, major, popular, tractor, thunder, pillar, border, calendar, quarter, lunar, proper, elevator, bitter</i> Review Words: <i>collar, honor, doctor, enter, answer</i> Challenge Words: <i>stellar, clamor, tremor, circular, adviser</i>	Grammar Skill Direct Quotations and Interjections How English Works Using Verb Types	Language Skills and Strategies Collaborate: Adapt Language Choices for Purpose, Task, and Audience Interpret: Evaluate Language Choices Produce: Plan a Presentation How English Works: Use Prepositional Phrases to Add Details Vocabulary Network: Words About Animal Behaviors	Writing Mode Informative Writing Writing Form Research Report Focus Conventions Write About Reading Performance Task Research/Media Literacy Integrate Information from Multiple Texts
Performance Task	Anchor Text Quest for the Tree Kangaroo Genre: Informational Text Anchor Text Everglades Forever: Restoring America's Great Wetland Genre: Narrative Nonfiction Supporting Text National Parks of the West Genre: Informational Text							Grammar Review Complex Sentences, Direct Quotations		Writing Mode Informative Writing Writing Form Informational Essay
Extended Reading	Trade Book Hound Dog True Genre: Realistic Fiction	Target Strategies Monitor/Clarify Visualize Question Infer/Predict Summarize Analyze/Evaluate		Accuracy and Self-Correction	Read Aloud Assignment: Notebook Friends Speaking/Listening: Paraphrase Portions of Text Read Aloud	Content Vocabulary Words <i>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</i> Domain-Specific Vocabulary <i>touchstone, ambassador, diplomacy, promote</i>	Integrated Language Arts Review Spelling Skills Review	Integrated Language Arts Review Grammar Skills Review		Collaborative Project Building Bridges Write About Media 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 Dangerous Crossing Genre: Historical Fiction Paired Selection Revolution and Rights Genre: Informational Text	Target Skill Cause and Effect Target Strategy Visualize Second Read Skills Visual Elements Primary Sources	Vowel Sounds in Stressed Syllables	Accuracy and Self-Correction	Read Aloud Mother and Son Speaking/Listening: Listen for Cause and Effect to Gain Understanding	Target/Academic Vocabulary <i>cramped, distracted, viewpoint, shattered, surveyed, pressing, representatives, embark, bracing, conduct</i> Domain-Specific Words <i>checks and balances, congress, declaration, individual rights, representation</i> Vocabulary Strategies Reference Materials	Spelling Principle VCCV Pattern Spelling Words Basic Words: <i>bargain, journey, pattern, arrive, object, suppose, shoulder, permit, sorrow, tunnel, subject, custom, suggest, perhaps, lawyer, timber, common, publish, burden, scissors</i> Review Words: <i>perfect, danger, narrow, survive, valley</i> Challenge Words: <i>narrate, mentor, attempt, collide, ignore</i>	Grammar Skill Subject and Object Pronouns How English Works Text Cohesion	Language Skills and Strategies Collaborate: Adapt Language Choices Interpret: Adapt Language Choices for Purpose, Task, and Audience Produce: Write an Exposition How English Works: Connect Ideas Vocabulary Network: Words About Government	Writing Mode Opinion Writing Writing Form Opinion Essay Focus Elaboration Write About Reading Performance Task Research/Media Literacy Research Early American Government
12	Anchor Text Can't You Make Them Behave, King George? Genre: Narrative Nonfiction Paired Selection Tea Time! Genre: Narrative Nonfiction	Target Skill Fact and Opinion Target Strategy Question Second Read Skills Tone Similes	Open and Closed Syllables: VCV Pattern	Rate	Read Aloud A Taxing Poem Speaking/Listening: Listen for Facts and Opinions and Cite Key Details Speaking and Listening Skill Summarize and Paraphrase Information	Target/Academic Vocabulary <i>benefit, repeal, advantages, temporary, contrary, prohibit, previously, midst, objected, rebellious</i> Domain-Specific Words <i>colonies, freedom, protest, patriots, revolution</i> Vocabulary Strategies Figurative Language	Spelling Principle VCV Pattern Spelling Words Basic Words: <i>human, exact, award, behave, credit, basic, vivid, evil, modern, nation, robot, panic, select, cousin, item, police, prefer, menu, novel, deserve</i> Review Words: <i>figure, total, model, equal, amaze</i> Challenge Words: <i>autumn, nuisance, logic, column, laser</i>	Grammar Skill Verb Tenses How English Works Connecting Ideas	Language Skills and Strategies Collaborate: Ask for Assistance; Follow Turn-Taking Rules Interpret: Distinguish Effects of Word Choice Produce: Plan a Speech How English Works: Condense Ideas Vocabulary Network: Words About Independence	Writing Mode Opinion Writing Writing Form Problem-Solution Composition Focus Organization Write About Reading 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 They Called Her Molly Pitcher Genre: Narrative Nonfiction Paired Selection A Spy for Freedom Genre: Play	Target Skill Conclusions and Generalizations Target Strategy Analyze/Evaluate Second Read Skills Text Structure Domain-Specific Vocabulary	Recognizing Initial and Medial Digraphs	Phrasing: Pauses	Read Aloud Lydia’s Journey Speaking/Listening: Listen for Details to Draw Conclusions About Informational Text Speaking and Listening Skill Dramatize a Story Event	Target/Academic Vocabulary <i>legendary, formal, gushed, strategy, retreat, foes, shimmering, magnificent, revolution, plunged</i> Domain-Specific Words <i>commendation, duty, general, officer, regiment</i> Vocabulary Strategies Reference Materials	Spelling Principle VCCCV Pattern Spelling Words Basic Words: <i>conflict, orphan, instant, complex, simply, burglar, laundry, laughter, employ, anchor, merchant, improve, arctic, mischief, childhood, purchase, dolphin, partner, complain, tremble</i> Review Words: <i>hundred, example, although, supply, empty</i> Challenge Words: <i>anthem, illustrate, function, conscience, apostrophe</i>	Grammar Skill Regular and Irregular Verbs How English Works Text Structure	Language Skills and Strategies Collaborate: Respond and Ask Questions Interpret: Describe Ideas, Phenomena, and Text Elements Produce: Write a Retelling How English Works: Understand Text Cohesion Vocabulary Network: Words About Bravery	Writing Mode Opinion Writing Writing Form Persuasive Letter Focus Purpose Write About Reading Performance Task
	Anchor Text “James Forten” from Now Is Your Time! Genre: Biography Paired Selection Modern Minute Man Genre: Informational Text	Target Skill Sequence of Events Target Strategy Summarize Second Read Skills Explain Historical Events Main Ideas and Details	VV Syllable Pattern	Expression	Read Aloud Freedom for Chatham Freeman Speaking/Listening: Summarize Using Sequence Words Speaking and Listening Skill Create and Present a Timeline	Target/Academic Vocabulary <i>persuade, apprentice, contributions, influential, aspects, authorities, bondage, provisions, dexterity, tentative</i> Domain-Specific Words <i>abolitionist, emancipate, ethics, humanity, slavery</i> Vocabulary Strategies Greek and Latin Roots <i>graph, meter; port, ject</i>	Spelling Principle VV pattern Spelling Words Basic Words: <i>actual, cruel, influence, diet, museum, casual, ruin, pioneer, trial, visual, realize, create, riot, genuine, area, annual, audio, dial, theater, patriot</i> Review Words: <i>video, science, February, period, usual</i> Challenge Words: <i>diagnose, media, appreciate, society, prior</i>	Grammar Skill Commas and Semicolons How English Works Condensing Ideas	Language Skills and Strategies Collaborate: Express Feelings; Ask Relevant Questions Interpret: Listen Actively Produce: Plan a Presentation How English Works: Use Present and Past Tense Verbs Vocabulary Network: Words About Fighting for Freedom	Writing Mode Opinion Writing Writing Form Persuasive Essay Focus Organization Write About Reading 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
15	Anchor Text We Were There, Too! Joseph Plumb Martin and Sybil Ludington Genre: Biography Paired Selection Patriotic Poetry Genre: Poetry	Target Skill Compare and Contrast Target Strategy Monitor/Clarify Second Read Skills Text and Graphic Features Text Structure	Vowel + /l/ Sounds in Unstressed Final Syllable	Intonation	Read Aloud Citizen Spies Speaking/Listening: Listen for Comparing and Contrasting Information Speaking and Listening Skill Discuss Poetic Elements	Target/Academic Vocabulary <i>mimic, mocking, efficient, personally, lacked, rural, tedious, organize, summons, peal</i> Domain-Specific Words <i>defense, democracy, nationalism, pride, union</i> Vocabulary Strategies Prefixes <i>in-, im-, il-, ir-</i>	Spelling Principle Final Schwa + /l/ Sounds Spelling Words Basic Words: <i>formal, whistle, label, puzzle, legal, angle, normal, needle, angel, pupil, struggle, level, local, bicycle, channel, global, stumble, quarrel, article, fossil</i> Review Words: <i>title, nickel, special trouble, simple</i> Challenge Words: <i>identical, vehicle, mineral, colonel, artificial</i>	Grammar Skill Transitions How English Works Using Verb Types and Tenses	Language Skills and Strategies Collaborate: Ask and Answer Questions; Add Relevant Information Interpret: Determine Meaning of Unknown Words Produce: Write a Procedure How English Works: Identify Adjectives in Noun Phrases Vocabulary Network: Words About Patriotism	Writing Mode Opinion Writing Writing Form Persuasive Essay Focus Evidence Write About Reading Performance Task
Performance Task	Anchor Text Can't You Make Them Behave, King George? Genre: Narrative Nonfiction Supporting Text Tea Time! Genre: Narrative Nonfiction							Grammar Review Direct Quotations, Kinds of Sentences		Writing Mode Opinion Writing Writing Form 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 Lunch Money Genre: Realistic Fiction Paired Selection Zap! Pow!: A History of the Comics Genre: Informational Text	Target Skill Author's Purpose Target Strategy Monitor/Clarify Second Read Skills Voice Visual Elements	Word Parts and Inflectional Endings	Rate	Read Aloud Japanese Cartoons Are Manga-nificent Speaking/Listening: Listen for Author's Purpose Speaking and Listening Skill Share and Summarize a Story	Target/Academic Vocabulary <i>record, mental, launch, assuming, episodes, developed, feature, incredibly, villains, thumbed</i> Domain-Specific Words <i>continuity, frame, movement, storyline</i> Vocabulary Strategies Word Origins	Spelling Principle Words with -ed or -ing Spelling Words Basic Words: <i>scrubbed, listening, stunned, knitting, carpeting, wandered, gathering, beginning, skimmed, chatting, shrugged, bothering, whipped, quizzed, suffering, scanned, ordered, totaled, answered, upsetting</i> Review Words: <i>wandering, dimmed, stripped, ordered, snapping</i> Challenge Words: <i>compelling, deposited, occurred, threatening, canceled</i>	Grammar Skill Adjectives How English Works Condensing Ideas	Language Skills and Strategies Collaborate: Apologize Interpret: Evaluate Author's Language Choice Produce: Plan a Presentation How English Works: Use Adverbs to Describe Detail Vocabulary Network: Words About Visual Arts	Writing Mode Narrative Writing Writing Form Friendly Letter Focus Development Write About Reading Performance Task
	Anchor Text LAFF Genre: Science Fiction Paired Selection From Dreams to Reality Genre: Informational Text	Target Skill Story Structure Target Strategy Infer/Predict Second Read Skills Literary Devices Point of View: First-Person	Recognizing Common Word Parts	Intonation	Read Aloud The Visitor Speaking/Listening: Summarize by Condensing Ideas	Target/Academic Vocabulary <i>impressed, admitted, produced, destination, original, concentrate, collected, rumor, suspense, compliment</i> Domain-Specific Words <i>experimentation, futuristic, ingenuity, patent, revolutionize</i> Vocabulary Strategies Reference Materials	Spelling Principle More Words with -ed or -ing Spelling Words Basic Words: <i>tiring, borrowed, freezing, delivered, whispered, losing, decided, amazing, performing, resulting, related, attending, damaged, remarked, practicing, supported, united, expected, amusing, repeated</i> Review Words: <i>pleasing, dared, traveled, checking, landed</i> Challenge Words: <i>assigned, entertaining, operated, rehearsing, donated</i>	Grammar Skill Adverbs How English Works Modifying to Add Details	Language Skills and Strategies Collaborate: Communicate Effectively Interpret: Analyze Word Choice for Effect and Shades of Meaning Produce: Write a Report How English Works: Connect Ideas Vocabulary Network: Words About Creative Inventions	Writing Mode Narrative Writing Writing Form Character Description Focus Elaboration Write About Reading Performance Task Research/Media Literacy Create a Multimedia Presentation

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 The Dog Newspaper Genre: Autobiography Paired Selection Poetry About Poetry Genre: Poetry	Target Skill Fact and Opinion Target Strategy Analyze/Evaluate Second Read Skills Main Ideas and Details Narrative Pacing	Recognizing Suffixes	Phrasing: Punctuation	Read Aloud Hundreds Rally at Fullerton High Speaking/Listening: Listen for Facts and Opinions to Gain Understanding Speaking and Listening Skill Use Formal and Informal English	Target/Academic Vocabulary <i>career, publication, household, edition, required, formula, background, insights, uneventful, destruction</i> Domain-Specific Words <i>brainstorm, creative license, manuscript, publication, target audience</i> Vocabulary Strategies Homophones and Homographs	Spelling Principle Changing Final y to i Spelling Words Basic Words: <i>duties, earlier, loveliest, denied, ferries, sunnier, terrified, abilities, dirtier, scariest, trophies, cozier, enemies, iciest, greediest, drowsier, victories, horrified, memories, strategies</i> Review Words: <i>easier, families, studied, countries, happiest</i> Challenge Words: <i>unified, dictionaries, boundaries, satisfied, tragedies</i>	Grammar Skill Prepositions and Prepositional Phrases How English Works Text Cohesion	Language Skills and Strategies Collaborate: Offer Opinions to Persuade Interpret: Analyze Shades of Meaning Produce: Plan a Presentation How English Works: Condense Ideas Vocabulary Network: Words About Creative Writing	Writing Mode Narrative Writing Writing Form Autobiography Focus Development Write About Reading Performance Task
19	Anchor Text Darnell Rock Reporting Genre: Realistic Fiction Paired Selection Volunteer! Genre: Persuasive Text	Target Skill Author’s Purpose Target Strategy Summarize Second Read Skills Dialogue Characterization	More Common Suffixes	Stress	Read Aloud The Power of Spirit Lake Speaking/Listening: Summarize by Connecting Ideas Speaking and Listening Skill Give and Evaluate a Persuasive Speech	Target/Academic Vocabulary <i>issue, deteriorating, dependent, exception, granted, effective, urge, violations, ordinance, minimum</i> Domain-Specific Words <i>charity, coalition, generosity, neighborhood, volunteer</i> Vocabulary Strategies Greek and Latin Suffixes <i>-ism, -ist, -able, -ible</i>	Spelling Principle Suffixes: <i>-ful, -ly, -ness, -less, -ment</i> Spelling Words Basic Words: <i>lately, settlement, watchful, countless, steadily, closeness, calmly, government, agreement, cloudiness, delightful, noisily, tardiness, forgetful, forgiveness, harmless, enjoyment, appointment, effortless, plentiful</i> Review Words: <i>clumsiness, movement, pavement, lonely, penniless</i> Challenge Words: <i>suspenseful, merciless, seriousness, contentment, suspiciously</i>	Grammar Skill More Kinds of Pronouns How English Works Using Noun Phrases	Language Skills and Strategies Collaborate: Offer Opinions to Gain and Hold the Floor Interpret: Describe Ideas, Phenomena, and Text Elements Produce: Write a Description How English Works: Understand Text Structure Vocabulary Network: Words About Community	Writing Mode Narrative Writing Writing Form Personal Narrative Focus Purpose Write About Reading 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
20	Anchor Text The Black Stallion Genre: Adventure Paired Selection Horse Power Genre: Informational Text	Target Skill Story Structure Target Strategy Question Second Read Skills Characterization Theme	Stress in Three-Syllable Words	Accuracy	Read Aloud The Huntress Speaking/Listening: Summarize a Text Read Aloud Speaking and Listening Skill Hold a Literature Discussion	Target/Academic Vocabulary <i>piercing, descended, quivered, savage, delicacy, fitful, heave, diminishing, rhythmic, marveling</i> Domain-Specific Words <i>behaviors, cooperation, patience, relationship, training</i> Vocabulary Strategies Figurative Language	Spelling Principle Words from Other Languages Spelling Words Basic Words: <i>salsa, mattress, tycoon, burrito, bandanna, tomato, poncho, dungarees, lasso, patio, siesta, cargo, vanilla, tsunami, iguana, plaza, caravan, hammock, pajamas, gallant</i> Review Words: <i>canyon, mirror, magazine, rodeo, monkey</i> Challenge Words: <i>mosquito, cathedral, alligator, tambourine, sombrero</i>	Grammar Skill Proper Mechanics and Writing Titles How English Works Text Structure	Language Skills and Strategies Collaborate: Negotiate in Conversation Interpret: Demonstrate Active Listening Produce: Plan a Presentation How English Works: Use Possessive Pronouns Vocabulary Network: Words About Relationships	Writing Mode Narrative Writing Writing Form Personal Narrative Focus Conventions Write About Reading Performance Task
	Anchor Text Lunch Money Genre: Realistic Fiction Anchor Text Darnell Rock Reporting Genre: Realistic Fiction							Grammar Review Simple Sentences, Kinds of Sentences		Writing Mode Narrative Writing Writing Form Literary Analysis
	Trade Book About Time: A First Look at Time and Clocks Genre: Nonfiction	Target Strategies Monitor/Clarify Question Analyze/Evaluate		Expression	Read Aloud Look What I Found! Speaking/Listening: Draw Conclusions Based on Details in Story Read Aloud	Content Vocabulary Words <i>principle, interval, revolution, coincided, aligned, consistent, cylinder, corrosion, medieval, mechanical, rudimentary, gears, coil, precision, regulate, adjacent, theory</i> Domain-Specific Words <i>equator, orbits, face, grandfather clock</i>	Integrated Language Arts Review Spelling Skills Review	Integrated Language Arts Review Grammar Skills Review		Collaborative Project Time Marches On Write About Media 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 Tucket's Travels Genre: Historical Fiction Paired Selection Wild Weather Genre: Technical Text	Target Skill Sequence of Events Target Strategy Visualize Second Read Skills Figurative Language Author's Word Choice	Common Final Syllables	Phrasing: Pauses	Read Aloud Land Rush! Speaking/Listening: Listen for Sequence of Events to Gain Understanding Speaking and Listening Skill Present Quantitative Information	Target/Academic Vocabulary <i>undoubtedly, salvation, shuffled, stunted, evident, pace, seep, vain, mirages, factor</i> Domain-Specific Words <i>atmosphere, barometer, climate, drought, thunderstorm</i> Vocabulary Strategies Shades of Meaning	Spelling Principle Final /n/ or /ə n/, /ch ə r/, /zh ə r/ Spelling Words Basic Words: <i>nature, certain, future, villain, mountain, mixture, pleasure, captain, departure, surgeon, texture, curtain, creature, treasure, gesture, fountain, furniture, measure, feature, adventure</i> Review Words: <i>picture, capture, surprise, receive, idea</i> Challenge Words: <i>leisure, sculpture, architecture, chieftain, enclosure</i>	Grammar Skill The Verbs <i>be</i> and <i>have</i> How English Works Connecting Ideas	Language Skills and Strategies Collaborate: Persuade Others Interpret: Determine Meanings of Unknown Words Produce: Write a Story How English Works: Use Past Tense Verbs Vocabulary Network: Words About Good Instincts	Writing Mode Opinion Writing Writing Form Editorial Focus Purpose Write About Reading Performance Task
22	Anchor Text The Birchbark House Genre: Historical Fiction Paired Selection Four Seasons of Food Genre: Informational Text	Target Skill Theme Target Strategy Infer/Predict Second Read Skills Author's Word Choice Visual Elements	More Final Syllables	Rate	Read Aloud Tales and Truths of the Ojibwe Speaking/Listening: Listen to Fluent, Appropriately-Paced Reading Speaking and Listening Skill Give an Informative Speech	Target/Academic Vocabulary <i>reasoned, margins, envy, upright, bared, spared, nerve, banish, astonished, deserted</i> Domain-Specific Words <i>customs, indigenous, language, mythology, values</i> Vocabulary Strategies Reference Materials	Spelling Principle Final /ij/, /iv/, /is/ Spelling Words Basic Words: <i>storage, olive, service, relative, cabbage, courage, native, passage, voyage, knowledge, image, creative, average, justice, detective, postage, cowardice, adjective, village, language</i> Review Words: <i>notice, marriage, package, office, manage</i> Challenge Words: <i>prejudice, cooperative, beverage, heritage, apprentice</i>	Grammar Skill Perfect Tenses How English Works Using Noun Phrases	Language Skills and Strategies Collaborate: Greet; Provide Counterarguments Interpret: Evaluate Language Choices Produce: Plan a Speech How English Works: Use Regular and Irregular Plural Nouns Vocabulary Network: Words About Traditions	Writing Mode Opinion Writing Writing Form Response to Literature Focus Organization Write About Reading 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
23	Anchor Text Vaqueros: America's First Cowboys Genre: Informational Text Paired Selection Rhyme on the Range Genre: Poetry	Target Skill Text and Graphic Features Target Strategy Summarize Second Read Skills Main Ideas and Details Adages	Unstressed Syllables	Expression	Read Aloud The Turbulent History of Texas Speaking/Listening: Listen and Read Orally	Target/Academic Vocabulary <i>extending, dominated, residents, flourished, acquainted, prospered, hostile, acknowledged, sprawling, decline</i> Domain-Specific Words <i>gold rush, pioneer, prospector, rancher, westward expansion</i> Vocabulary Strategies Adages and Proverbs	Spelling Principle Unstressed Syllables Spelling Words Basic Words: <i>entry, limit, talent, disturb, entire, wisdom, dozen, impress, respond, fortress, neglect, patrol, kitchen, forbid, pirate, spinach, adopt, frighten, surround, challenge</i> Review Words: <i>honest, instead, whether, event, attend</i> Challenge Words: <i>adapt, refuge, distribute, industry, somber</i>	Grammar Skill Easily Confused Verbs How English Works Condensing Ideas	Language Skills and Strategies Collaborate: Adapt Language Choices for Purpose, Task, or Audience Interpret: Distinguish Effects of Words and Shades of Meaning Produce: Write a Summary How English Works: Expand Sentences with Adverb Phrases Vocabulary Network: Words About the West	Writing Mode Opinion Writing Writing Form Persuasive Argument Focus Organization Write About Reading Performance Task Research/Media Literacy Report on a Text
24	Anchor Text Rachel's Journal: The Story of a Pioneer Girl Genre: Historical Fiction Paired Selection Westward to Freedom Genre: Informational Text	Target Skill Cause and Effect Target Strategy Analyze/Evaluate Second Read Skills Figurative Language Point of View	Simple Prefixes	Accuracy and Self-Correction	Read Aloud Tales of the Trail Speaking/Listening: Listen for Context to Recognize and Understand Words Speaking and Listening Skill Compare and Contrast Varieties of English	Target/Academic Vocabulary <i>rustling, balked, lectured, disadvantage, quaking, beacon, mishap, surged, torment, fared</i> Domain-Specific Words <i>frontier, trailblazers, prairie, settlement, wagon train</i> Vocabulary Strategies Using Context	Spelling Principle Prefixes: <i>in-, un-, dis-, mis-</i> Spelling Words Basic Words: <i>mislead, dismiss, insincere, unable, indirect, mistreat, disaster, dishonest, insecure, unknown, incomplete, unequal, unstable, misspell, disagree, informal, discover, unwise, mislaid, disgrace</i> Review Words: <i>untidy, disorder, mistake, uneven, dislike</i> Challenge Words: <i>invisible, mishap, unfortunate, discourage, unnecessary</i>	Grammar Skill Making Comparisons How English Works Text Structure	Language Skills and Strategies Collaborate: Adapt Language Choices for Purpose, Task, or Audience Interpret: Use Words for Different Effects Produce: Plan a Presentation How English Works: Combine Clauses to Connect Ideas Vocabulary Network: Words About Pioneers	Writing Mode Opinion Writing Writing Form Response Essay Focus Evidence Write About Reading 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 Lewis and Clark Genre: Narrative Nonfiction Paired Selection A Surprise Reunion Genre: Play	Target Skill Main Ideas and Details Target Strategy Monitor/Clarify Second Read Skills Primary Sources Explain Historical Events	Consonant Alternations	Phrasing: Punctuation	Read Aloud The True Story of Sacagawea Speaking/Listening: Listen for Main Ideas and Details	Target/Academic Vocabulary <i>expedition, barrier, despite, fulfilled, range, techniques, resumed, edible, tributaries, trek</i> Domain-Specific Words <i>discovery, expedition, route, supplies, traveler</i> Vocabulary Strategies Analogies	Spelling Principle Suffix: -ion Spelling Words Basic Words: <i>elect, election, tense, tension, react, reaction, confess, confession, decorate, decoration, contribute, contribution, express, expression, imitate, imitation, connect, connection, admire, admiration</i> Review Words: <i>camera, famous, question, movie, minute</i> Challenge Words: <i>fascinate, fascination, construct, construction</i>	Grammar Skill Contractions How English Works Text Cohesion	Language Skills and Strategies Collaborate: Ask and Answer Questions Interpret: Explain Ideas and Phenomena Produce: Write a Summary How English Works: Condense Ideas Vocabulary Network: Words About Exploration	Writing Mode Opinion Writing Writing Form Response Essay Focus Elaboration Write About Reading Performance Task Research/Media Literacy Use Primary and Secondary Sources
	Performance Task	Anchor Text Tucket’s Travels Genre: Historical Fiction Anchor Text Rachel’s Journal: The Story of a Pioneer Girl Genre: Historical Fiction							Grammar Review Writing Titles, Complete Sentences	

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 Animals on the Move Genre: Informational Text Paired Selection Skywoman’s Rescue Genre: Play “The Whale,” “Wild Geese” Genre: Poetry Trade Book Skunk Scout Author: Laurence Yep Genre: Realistic Fiction Trade Book Frindle Author: Andrew Clements Genre: Realistic Fiction	Target Skill Text and Graphic Features Target Strategy Visualize	Prefixes and Word Roots	Phrasing: Pauses	Read Aloud Moving from Place to Place Speaking/Listening: Listen for Words that Help with Visualization Speaking and Listening Skill Presenting a Dramatization	Review Vocabulary <i>disturbing, struggled, gradually, scanned, identical, routine, gorgeous, sweeping, primitive, brandishing</i> Vocabulary Strategies Multiple-Meaning Words	Spelling Principle Word Parts: <i>com-, con-, pre-, pro-</i> Spelling Words Basic Words: <i>produce, company, protect, preview, contain, combat, prejudice, commotion, contest, prefix, progress, computer, confide, convince, prospect, confirm, preflight, provide, propose, promotion</i> Review Words: <i>continue, protest, pretend, prepare</i> Challenge Words: <i>concurrent, conscious, commercial, complete, conversation</i>	Grammar Skill Possessive Nouns How English Works Noun Phrases	Language Skills and Strategies Collaborate: Respond; Follow Turn-Taking Rules Interpret: Listen Actively Produce: Plan a Speech How English Works: Understand Text Structure Vocabulary Network: Words About Animal Adaptation	Writing Mode Informative Writing Writing Form Definition Paragraph Focus Elaboration Write About Reading Performance Task
	Anchor Text Mysteries at Cliff Palace Genre: Readers’ Theater Paired Selection Cave of the Crystals Genre: Readers’ Theater “Places and Names: A Traveler’s Guide,” “Los libros/Books” Genre: Poetry Trade Book Skunk Scout Author: Laurence Yep Genre: Realistic Fiction Trade Book Frindle Author: Andrew Clements Genre: Realistic Fiction	Target Skill Theme Target Strategy Analyze/Evaluate	More Familiar Suffixes	Adjust Rate to Purpose	Read Aloud The Paleo Indians: Changing with the Times Speaking/Listening: Summarize Using Compare-and-Contrast Sentence Frames Speaking and Listening Skill Give a Persuasive Speech	Review Vocabulary <i>dwarfed, procedure, transferred, enthusiastic, adapted, conserving, critical, realization, available, resemble</i> Vocabulary Strategies Suffixes <i>-ness, -less, -ment</i>	Spelling Principle Suffixes <i>-ant, -ent, -able, -ible, -ism, -ist</i> Spelling Words Basic Words: <i>vacant, insistent, reversible, patriotism, finalist, honorable, contestant, observant, urgent, pessimist, comfortable, absorbent, optimism, journalism, novelist, terrible, frequent, laughable, radiant, collectible</i> Review Words: <i>president, important, becoming, cheerful, illness</i> Challenge Words: <i>evident, triumphant, occupant, digestible, curable</i>	Grammar Skill Titles and Abbreviations How English Works Using Verb Types and Tenses	Language Skills and Strategies Collaborate: Ask and Answer; Affirm and Add Information Interpret: Determine Meanings of Unknown Words Produce: Write an Exposition How English Works: Use Indefinite Pronouns Vocabulary Network: Words About Culture	Writing Mode Informative Writing Writing Form Journal Entry Focus Purpose Write About Reading 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 Fossils: A Peek Into the Past Genre: Informational Text Paired Selection Trapped in Tar! Genre: Informational Text "Journey of the Woolly Mammoth," "Fossils" Genre: Poetry Trade Book Skunk Scout Author: Laurence Yep Genre: Realistic Fiction Trade Book Frindle Author: Andrew Clements Genre: Realistic Fiction	Target Skill Fact and Opinion Target Strategy Question	Greek Word Roots	Expression	Read Aloud Sue Tells a Story Speaking/Listening: Listen to Identify Excitement Signaled by Exclamation Points Speaking and Listening Skill Participate in a Debate	Review Vocabulary <i>viewpoint, surveyed, advantages, previously, legendary, retreat, persuade, aspects, rural, organize</i> Vocabulary Strategies Idioms	Spelling Principle Greek Word Parts Spelling Words Basic Words: <i>telephone, autograph, microscope, photograph, televise, biology, microphone, paragraph, symphony, telegraph, megaphone, microwave, photocopy, biography, saxophone, telescope, calligraphy, xylophone, homophone, homograph</i> Review Words: <i>athlete, history, melody, type, topic</i> Challenge Words: <i>telecommute, bibliography, phonetic, microbe, autobiography</i>	Grammar Skill Commas in Sentences How English Works Condensing Ideas	Language Skills and Strategies Collaborate: Offer Opinions to Persuade Others Interpret: Evaluate Author's Language Choices Produce: Plan a Presentation How English Works: Use Future Tense Verbs Vocabulary Network: Words About Archaeology	Writing Mode Informative Writing Writing Form Summary Focus Evidence Write About Reading Performance Task
	Anchor Text The Case of the Missing Deer Genre: Realistic Fiction Paired Selection Fossil Fish Found! Genre: Informational Text "Encounter," "Deep in the Forest" Genre: Poetry Trade Book Skunk Scout Author: Laurence Yep Genre: Realistic Fiction Trade Book Frindle Author: Andrew Clements Genre: Realistic Fiction	Target Skill Conclusions and Generalizations Target Strategy Infer/Predict	Latin Word Roots	Stress	Read Aloud Fossils Speaking/Listening: Listen for Conclusions and Generalizations Speaking and Listening Skill Oral Presentation	Review Vocabulary <i>record, incredibly, destination, suspense, required, insights, dependent, effective, diminishing, marveling</i> Vocabulary Strategies Greek and Latin Roots <i>tele, photo, graph, meter; scribe, rupt, port, ject</i>	Spelling Principle Latin Word Parts Spelling Words Basic Words: <i>inspect, export, erupt, predict, respect, bankrupt, dictate, porter, report, spectacle, deport, interrupt, dictator, import, disrupt, portable, transport, spectator, verdict, dictionary</i> Review Words: <i>support, hospital, polite, recent, memory</i> Challenge Words: <i>spectacular, contradict, corrupt, retrospect, rupture</i>	Grammar Skill More Commas How English Works Text Structure	Language Skills and Strategies Collaborate: Gain and/or Hold the Floor Interpret: Use Words for Different Effects and Shades of Meaning Produce: Write a Drama How English Works: Use Noun Phrases and Possessive Nouns Vocabulary Network: Words About Nature	Writing Mode Informative Writing Writing Form Informational Essay Focus Organization Write About Reading 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 Get Lost! The Puzzle of Mazes Genre: Informational Text Paired Selection Journey to Cuzco Genre: Myth “The Best Paths,” “Compass” Genre: Poetry Trade Book Skunk Scout Author: Laurence Yep Genre: Realistic Fiction Trade Book Frindle Author: Andrew Clements Genre: Realistic Fiction	Target Skill Main Ideas and Details Target Strategy Summarize	Identifying VCV, VCCV, and VCCCV Syllable Patterns	Accuracy	Read Aloud Finding Their Way Speaking/Listening: Listen for Main Ideas and Supporting Details Speaking and Listening Skill Using Multimedia in an Oral Report	Review Vocabulary <i>undoubtedly, pace, reasoned, nerve, underestimated, disadvantage, extending, residents, balked, techniques, barrier</i> Vocabulary Strategies Word Origins	Spelling Principle Words from Other Languages Spelling Words Basic Words: <i>ballet, echo, bouquet, cassette, coupon, safari, portrait, barrette, depot, courtesy, petite, denim, brunette, buffet, garage, khaki, crochet, chorus, essay, alphabet</i> Review Words: <i>routine, rescue, crayon, amuse, reason</i> Challenge Words: <i>encore, collage, matinee, premiere, embarrass</i>	Grammar Skill Other Punctuation How English Works Modifying to Add Details	Language Skills and Strategies Collaborate: Negotiate with Others in Conversations Interpret: Understand Word Choice and Shades of Meaning Produce: Plan a Speech How English Works: Use Comparative and Superlative Adverbs Vocabulary Network: Words About Curiosity	Writing Mode Informative Writing Writing Form Informational Essay Focus Elaboration Write About Reading Performance Task
Extended Reading	Trade Book Mysteries of the Mummy Kids Genre: Informational Text	Target Strategies Visualize Analyze/Evaluate Question Infer/Predict Summarize		Phrasing: Punctuation	Read Aloud Journey to the Mummy Sites Speaking/Listening: Identify Main Ideas and Details	Content Vocabulary Words <i>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</i> Domain-Specific Vocabulary <i>theocracy, withered, trinkets, nourishment, animism, meticulous</i>	Integrated Language Arts Review Spelling Principles Review	Integrated Language Arts Review Grammar Skills Review	Language Skills and Strategies Collaborate: Persuade Others Interpret: Listen Actively Produce: Plan a Presentation How English Works: Understand Reflexive Pronouns Vocabulary Network	Collaborative Project A Virtual Tour Through Time Write About Media 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 The School Story Genre: Realistic Fiction Paired Selection “Eleven” Genre: Short Story	Target Skill Understanding Characters Target Strategy Question Supporting Skills Dialogue Simile	VCCV Syllable Pattern	Accuracy	Read Aloud Kids in Print Speaking /Listening: Reflecting on the story Inferring and drawing conclusions Speaking and Listening Skill Literature Discussion	Target/Academic Vocabulary <i>literary, revisions, manuscript, wry, editorial, muted, maze, publishing, pressuring, disclose</i> Domain-Specific Vocabulary <i>agent, copyright, plagiarism, press release, self-publish</i> Vocabulary Strategies Prefixes <i>dis-</i>, <i>ex-</i>, <i>inter-</i>, <i>non-</i>	Spelling Principle Short Vowels Spelling Words Basic Words: <i>batch, reject, vanish, sloppy, rhythm, blunder, strict, meadow, recover, cleanse, text, mystery, expand, bluff, promptly, initials, statue, polish, somehow, dreadful</i> Review Words: <i>swift, tense, modern, grasp, bundle</i> Challenge Words: <i>salary, quintet, magnetic, tepid, intact</i>	Grammar Skill Complete Sentences How English Works Text Structure	Language Skills and Strategies Collaborate: Ask and Answer Questions Interpret: Explain Ideas and Text Elements Produce: Write Informational Texts Collaboratively How English Works: Expand Noun Phrases Vocabulary Network: Words About Relationships	Writing Mode Narrative Writing Writing Form Personal Narrative Paragraph Focus Trait Development Write About Reading Performance Task
2	Anchor Text Knots in My Yo-Yo String Genre: Autobiography Paired Selection Sporty Poetry Genre: Poetry	Target Skill Author’s Purpose Target Strategy Infer/Predict Supporting Skills Point of View Figurative Language	VCV Syllable Pattern	Phrasing: Pauses	Read Aloud The Assignment Speaking/Listening: Evaluating whether the author’s claim is supported and how it affects readers’ reaction to the story Speaking and Listening Skill Give a Speech	Target/Academic Vocabulary <i>contested, pursuit, scholastic, grimly, employed, tumult, mentor, culprit, deprived, miraculous</i> Domain-Specific Vocabulary <i>aerobic, agility, endurance, flexibility, physical fitness</i> Vocabulary Strategies Suffixes <i>-er, -or, -ar, -ist, -ian, -ent</i>	Spelling Principle Long Vowels Spelling Words Basic Words: <i>scene, bracelet, mute, strive, faithful, devote, rhyme, succeed, coax, rely, conceal, forgave, lonesome, delete, confine, exceed, terrain, reproach, abuse, defeat</i> Review Words: <i>disagree, compose, awake, unwise, release</i> Challenge Words: <i>ratify, serene, refute, appraise, humane</i>	Grammar Skill Kinds of Sentences How English Works Using Noun Phrases	Language Skills and Strategies Collaborate: Exchange Information and Ideas Interpret: Ask and Answer Questions Produce: Plan and Deliver Oral Presentations How English Works: Recognize and Use Proper Nouns Vocabulary Network: Words About Teamwork	Writing Mode Narrative Writing Writing Form Personal Narrative Focus Trait Elaboration Write About Reading Performance Task
3	Anchor Text The Making of a Book Genre: : Informational Text Paired Selection Portraying Portraits Genre: Informational Text	Target Skill Sequence of Events Target Strategy Analyze/Evaluate Supporting Skills Domain-Specific Vocabulary Diagrams	Stressed and Unstressed Syllables	Intonation	Read Aloud To E-Book or Not to E-Book? Speaking/Listening: Evaluating whether the author’s claim is supported and citing text evidence	Target/Academic Vocabulary <i>painstaking, exploded, submitted, negotiations, collaborate, repetitive, appealing, complement, appropriate, impaired</i> Domain-Specific Vocabulary <i>best-seller, copyedit, marketing, public domain, publicize</i> Vocabulary Strategies Multiple-Meaning Words	Spelling Principle Vowel Sounds: /ou/, /oo/, /ô/, /oi/ Spelling Words Basic Words: <i>mound, gloomy, caution, annoy, dawdle, counter, haughty, rejoice, devour, thoughtful, flawless, maroon, droop, doubt, bamboo, hoist, oyster, exhausted, scoundrel, boundary</i> Review Words: <i>royal, naughty, avoid, announce, cartoon</i> Challenge Words: <i>bountiful, aloof, adjoin, taut, turquoise</i>	Grammar Skill Subjects and Predicates How English Works Connecting Ideas	Language Skills and Strategies Collaborate: Affirm Others Interpret: Determine the Meanings of Unknown Words Produce: Write Literary Texts Collaboratively How English Works: Understand Text Cohesion Vocabulary Network: Words About Books	Writing Mode Narrative Writing Writing Form Story Scene Focus Trait Elaboration Write About Reading Performance Task Research/Media Literacy Skills 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 The ACES Phone Genre: Science Fiction Paired Selection Silent Noise Genre: Informational Text	Target Skill Story Structure Target Strategy Monitor/Clarify Supporting Skills Alliteration Style and Tone	VCCCV Syllable Pattern	Rate	Read Aloud An Acorn’s Worth Speaking/Listening: Asking questions and considering different perspectives Speaking and Listening Skill Compare and Contrast Experiences	Target/Academic Vocabulary <i>clamor, torrent, clustered, doleful, swiveled, coaxed, transmissions, accustomed, urgent, void</i> Domain-Specific Vocabulary <i>body language, frequencies, linguistics, pitch, sonar</i> Vocabulary Strategies Prefixes <i>de-, trans-</i>	Spelling Principle Vowel + /r/ Sounds Spelling Words Basic Words: <i>source, flirt, hurdle, parka, frontier, forward, radar, earnest, afford, urban, discard, smirk, rehearse, mourn, surface, parcel, yearn, fierce, starch, formula</i> Review Words: <i>earth, further, squirm, pardon, perform</i> Challenge Words: <i>horizontal, circuit, reimburse, formidable, monarchy</i>	Grammar Skill Common and Proper Nouns How English Works Productive	Language Skills and Strategies Collaborate: Add Relevant Information Interpret: Evaluate Language Choices Produce: Use Academic Vocabulary How English Works: Understand Text Cohesion Vocabulary Network: Words About Listening	Writing Mode Narrative Writing Writing Form Plan a Fictional Narrative Focus Trait Organization Write About Reading Performance Task
5	Anchor Text The Myers Family Genre: Biography Paired Selection Sound Check Genre: Readers’ Theater	Target Skill Fact and Opinion Target Strategy Summarize Supporting Skills Author’s Purpose Analyze Events	Homophones	Expression	Read Aloud Book...Camera...Action! Speaking/Listening: Evaluating whether the author’s claim is supported and providing details	Target/Academic Vocabulary <i>predominantly, tendency, welfare, credit, aspect, aptly, tension, parallel, innovation, genuinely</i> Domain-Specific Vocabulary <i>aesthetics, abstract, composition, craftsmanship, montage</i> Vocabulary Strategies Reference Sources	Spelling Principle Homophones Spelling Words Basic Words: <i>waist, waste, patience, patients, rite, right, write, muscle, mussel, principal, principle, summary, summery, sight, cite, site, stationary, stationery, coward, cowered</i> Review Words: <i>berry, bury, hangar, hanger</i> Challenge Words: <i>barren, baron, burrow, burro, borough</i>	Grammar Skill Other Kinds of Nouns How English Works Using Verbs	Language Skills and Strategies Collaborate: Support Opinions and Persuade Others Interpret: Explain Phrasing’s Effects Produce: Write Literary Texts Independently How English Works: Expand Sentences with Adverbials Vocabulary Network: Words About the Arts	Writing Mode Narrative Writing Writing Form Draft, Revise, Edit, Publish a Fictional Narrative Focus Trait Elaboration Write About Reading Performance Task Research/Media Literacy Skills Interpret Visuals
Performance Task	Anchor Text The Making of a Book Genre: Informational Text Supporting Text History of the Book Genre: Informational Text							Grammar Review Complete Sentences; Quotation Marks		Writing Mode Narrative Writing Writing Form 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 The Boy Who Saved Baseball Genre: Realistic Fiction Paired Selection Persuading the Public Genre: Informational Text	Target Skill Theme Target Strategy Analyze/Evaluate Supporting Skills Metaphor Understanding Characters	Silent Consonants in Multisyllable Words	Adjust Rate to Purpose	Read Aloud The Power of Print Speaking/Listening: Paraphrasing the different perspectives set forth in the text	Target/Academic Vocabulary <i>phenomenal, showdown, fundamental, flair, lingered, savor, gloat, berate, reserve, brainwashed</i> Domain-Specific Vocabulary <i>accountability, broadcasting, ethics, media bias, reliability</i> Vocabulary Strategies Using Context	Spelling Principle Words with ie or ei Spelling Words Basic Words: <i>brief, field, reign, review, fiery, receipt, relieve, conceited, neither, foreign, grief, veil, freight, belief, deceive, yield, beige, perceive, seize, leisure</i> Review Words: <i>thief, view, niece, pier, height</i> Challenge Words: <i>reprieve, wield, feign, conceive, retrieve</i>	Grammar Skill Kinds of Verbs How English Works Modifying to Add Details	Language Skills and Strategies Collaborate: Negotiate with Others Using Learned Phrases Interpret: Explain How Different Words with Similar Meanings Produce Different Effects/Shades of Meaning Produce: Plan and Deliver Oral Presentations How English Works: Combine Clauses to Make Connections/Join Ideas Vocabulary Network: Words About the Media	Writing Mode Argument Writing Writing Form Response Paragraph Focus Trait Elaboration Write About Reading Performance Task Research/Media Literacy Skills Present Findings
7	Anchor Text “Do Knot Enter” from Math Trek: Adventures in the MathZone Genre: Informational Text Paired Selection The Knot That Is Not Genre: Informational Text	Target Skill Text and Graphic Features Target Strategy Summarize Supporting Skills Text Structure Figurative Language	Schwa in Unstressed Syllables	Stress	Read Aloud Math All Around Us Speaking/Listening: Evaluating whether the author’s claim is supported and providing details Speaking and Listening Skill Literature Discussion	Target/Academic Vocabulary <i>observe, raucous, looms, zany, gigantic, impressive, phony, distinguish, intriguing, correspond</i> Domain-Specific Vocabulary <i>classify, dimensional, complexity, quantitative, tabulate</i> Vocabulary Strategies Word Relationships	Spelling Principle Final /ər/ Spelling Words Basic Words: <i>fiber, similar, regular, barrier, superior, grammar, rumor, character, director, acre, consider, junior, senior, solar, scholar, razor, surrender, particular, familiar, laser</i> Review Words: <i>calendar, weather, mayor, laughter, popular</i> Challenge Words: <i>escalator, cursor, geyser, perpendicular, maneuver</i>	Grammar Skill Verbs and Objects How English Works Nouns and Noun Phrases	Language Skills and Strategies Collaborate: Persuade Others in Conversation Interpret: Express Inferences and Conclusions Based on Close Reading Produce: Write Informational Texts Independently How English Works: Understand Language Resources Vocabulary Network: Words About Mathematical Thinking	Writing Mode Argument Writing Writing Form Argument Paragraph Focus Trait Organization Write About Reading Performance Task
8	Anchor Text Science Friction Genre: Realistic Fiction Paired Selection Growing Mold Genre: Informational Text	Target Skill Conclusions and Generalizations Target Strategy Infer/Predict Supporting Skills Connotation/Denotation Character’s Motivations	Common Final Syllables	Phrasing: Punctuation	Read Aloud The Family Fridge Speaking/Listening: Posing questions about the story	Target/Academic Vocabulary <i>detached, principle, decomposition, specimens, reluctant, elegant, equations, complex, compromise, shriveled</i> Domain-Specific Vocabulary <i>bacteria, elements, organic, pressure, spore</i> Vocabulary Strategies Latin Roots and Affixes	Spelling Principle Final /ən/, /əl/, and /ər/ Spelling Words Basic Words: <i>triangle, mental, error, panel, litter, pollen, gallon, cancel, abandon, rival, soldier, recycle, salmon, counsel, rural, vehicle, citizen, monitor, physical, oxygen</i> Review Words: <i>common, dozen, quarrel, proper, loyal</i> Challenge Words: <i>punctual, endeavor, abdomen, kilometer, dandelion</i>	Grammar Skill Coordinating Conjunctions How English Works Using Noun Phrases	Language Skills and Strategies Collaborate: Negotiate with Others in Conversation Interpret: Ask and Answer Questions to Demonstrate Active Listening in Oral Presentation Activities Produce: Plan and Deliver Oral Presentations How English Works: Expand Noun Phrases to Enrich Meaning and Add Details Vocabulary Network: Words About Experiments	Writing Mode Argument Writing Writing Form Book Review Focus Trait Evidence Write About Reading Performance Task Research/Media Literacy Skills 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 Kensuke’s Kingdom Genre: Realistic Fiction Paired Selection Exploring Islands Genre: Informational Text	Target Skill Cause and Effect Target Strategy Visualize Supporting Skills Style and Tone Point of View	Base Words and Inflectional Endings	Accuracy	Read Aloud Finding North Speaking/Listening: Using story details to elaborate Speaking and Listening Skill Persuasive Speech	Target/Academic Vocabulary <i>venture, defy, consequences, permeated, poised, rigid, rudimentary, sparsely, array, immaculately</i> Domain-Specific Vocabulary <i>biosphere, cones, observation, ecosystem, predator, restoration</i> Vocabulary Strategies Denotation and Connotation	Spelling Principle Words with -ed or -ing Spelling Words Basic Words: <i>happening, limited, forgetting, equaled, fitting, reasoning, labored, permitting, scrapped, tutoring, admitted, honored, skidding, pardoned, modeling, preferred, scarred, favored, glistening, shuddered</i> Review Words: <i>delivered, scanned, bothering, listening, upsetting</i> Challenge Words: <i>omitted, merited, tapered, equipped, recurring</i>	Grammar Skill Subordinating Conjunctions How English Works Text Structure	Language Skills and Strategies Collaborate: Persuade Others in Conversation Interpret: Determine Meanings of Unknown Words Produce: Write Literary Texts Collaboratively/ Use Synonyms, Academic, and Domain-Specific Words How English Works: Use Verb Types and Tenses Appropriate to Text Vocabulary Network: Words About Changing Feelings	Writing Mode Argument Writing Writing Form Plan an Argument Focus Trait Evidence Write About Reading Performance Task	
	Anchor Text Children of the Midnight Sun: Young Native Voices of Alaska Genre: Literary Nonfiction Main Selection Native American Poetry Genre: Poetry	Target Skill Compare and Contrast Target Strategy Question Supporting Skills Arguments and Claims Author’s Purpose	Recognizing Common Suffixes	Intonation	Read Aloud Climate Change Comes to Alaska Speaking/Listening: Evaluating whether the author’s claim is supported, citing details Speaking and Listening Skill Compare Poetry	Target/Academic Vocabulary <i>lore, abundance, lush, teeming, altered, sophisticated, retains, concept, cultural, heritage</i> Domain-Specific Vocabulary <i>ceremony, generation, indigenous, traditional, tribal</i> Vocabulary Strategies Synonyms	Spelling Principle Endings and Suffixes Spelling Words Basic Words: <i>reserved, unlikely, purposeful, adorable, amazement, gentleness, sparkling, homeless, excitement, mileage, graceful, sincerely, advanced, usable, amusement, entirely, wireless, excluding, scarcely, changeable</i> Review Words: <i>freezing, lately, forgiveness, settlement, damaged</i> Challenge Words: <i>inspiring, idleness, achievement</i>	Grammar Skill Longer Sentences How English Works Connecting Ideas	Language Skills and Strategies Collaborate: Adapt Language Choices to Purpose, Task, Audience Interpret: Explain How an Author/Speaker Uses Language to Present and Support Ideas/ Opinions Produce: Plan and Deliver Oral Presentations/ Justify Opinions with Textual Evidence or Background Knowledge How English Works: Expand Sentences with Adverbials Vocabulary Network: Words About Culture	Writing Mode Argument Writing Writing Form Draft, Revise, Edit, and Publish an Argument Focus Trait Conventions Write About Reading Performance Task	
	Performance Task	Anchor Texts All selections Genres: multiple							Grammar Review Complete Sentences; Direct Quotations		Writing Mode Argument Writing Form Opinion Essay
	Extended Reading	Trade Novel Freedom Walkers: The Story of the Montgomery Bus Boycott Genre: Informational Text	Target Strategies Monitor/Clarify Summarize Infer/Predict Visualize Analyze/Evaluate Question		Accuracy and Self-Correction	Read Aloud Emmett Till Speaking/Listening: Paraphrase Portions of a Text Read Aloud	Content Vocabulary Words <i>segregation, grievances, boycott, submission, galvanized, violating, momentous, eminent, oppression, advocating, compromise, commitment, perpetuate, vagrancy, indicted, appeal, injunction, landmark, suppressed, creed</i>	Integrated Language Arts Review Spelling Skills Review	Integrated Language Arts Review Grammar Skills Review		Collaborative Project Working Together for Change Write About Media 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 The Great Fire Genre: Literary Nonfiction Paired Selection Fire: Friend or Enemy? Genre: Informational Text	Target Skill Sequence of Events Target Strategy Summarize Supporting Skills Figurative Language Arguments and Claims	Recognizing Common Word Parts	Phrasing: Pauses	Read Aloud A Firefighting Uncle Speaking/Listening: Citing details to support an evaluation of the main character	Target/Academic Vocabulary <i>stifling, ambled, intense, smolder, ornately, proclaimed, hazards, unrelenting, flared, alleviate</i> Domain-Specific Vocabulary <i>combustible, flammable, ignite, precaution, volatile</i> Vocabulary Strategies Suffixes -ion, -ation, -ism	Spelling Principle Suffixes: -ion or -ation Spelling Words Basic Words: <i>correct, correction, explore, exploration, admire, admiration, subtract, subtraction, examine, examination, separate, separation, alter, alteration, preserve, preservation, reflect, reflection, substitute, substitution</i> Review Words: <i>confess, confession, contribute, contribution</i> Challenge Words: <i>irritate, irritation, coordinate, coordination</i>	Grammar Skill Subject and Object Pronouns How English Works Text Cohesion	Language Skills and Strategies Collaborate: Adapt Language Choices Interpret: Distinguish Among Different Words' Effects Produce: Write Summaries How English Works: Combine Clauses Vocabulary Network: Words About Fire	Writing Mode Informative Writing Writing Form Procedural Essay Focus Trait Organization Write About Reading Performance Task Research/Media Literacy Skills Refocus an Inquiry
	Anchor Text Airborn Genre: Fantasy Paired Selection Riding on Air Genre: Informational Text	Target Skill Story Structure Target Strategy Infer/Predict Supporting Skills Personification Point of View	Recognizing Common Prefixes	Expression	Read Aloud An Unexpected Adventure Speaking/Listening: Sharing thoughts about the theme and reflecting on different opinions	Target/Academic Vocabulary <i>jostled, careening, relishing, falter, supple, taut, frail, engulf, frayed, undulating</i> Domain-Specific Vocabulary <i>acceleration, altitude, navigation, velocity, wind currents</i> Vocabulary Strategies Prefixes en-, ad-	Spelling Principle Prefix: in-, im-, ir-, il- Spelling Words Basic Words: <i>illegal, indent, imperfect, irregular, inability, immobile, inaudible, impatient, individual, insecure, impolite, illegible, irresistible, impartial, illogical, inappropriate, improper, ineffective, immovable, irrational</i> Review Words: <i>informal, indirect, improve, incomplete, impress</i> Challenge Words: <i>immerse, impartial, illustrious, infer, irrelevant</i>	Grammar Skill Using Pronouns Correctly How English Works Using Noun Phrases	Language Skills and Strategies Collaborate: Follow Turn-Taking Rules Interpret: Explain Different Words' Effects Produce: Use Affixes for Accuracy How English Works: Condense Ideas Vocabulary Network: Words About Emergencies	Writing Mode Informative Writing Writing Form Classification Essay Focus Trait Elaboration Write About Reading Performance Task Research/Media Literacy Skills Multimedia Presentation
	Anchor Text Onward: A Photobiography of African-American Polar Explorer Matthew Henson Genre: Biography Paired Selection The Pole! Genre: Memoir	Target Skill Main Idea and Details Target Strategy Monitor/Clarify Supporting Skills Connotation Domain-Specific Vocabulary	Consonant Alternations	Stress	Read Aloud Discovering the Northwest Passage Speaking/Listening: Paraphrasing a key aspect of the story and reflecting on its significance Speaking and Listening Skill Give a Speech	Target/Academic Vocabulary <i>sacrificed, frigid, equivalent, participants, durable, expanse, deduced, affirmed, culmination, prime</i> Domain-Specific Vocabulary <i>cartography, compass, frontier, sextant, territories</i> Vocabulary Strategies Figures of Speech	Spelling Principle More Words with -ion Spelling Words Basic Words: <i>circulate, circulation, conclude, conclusion, instruct, instruction, possess, possession, introduce, introduction, except, exception, discuss, discussion, collide, collision, oppose, opposition, estimate, estimation</i> Review Words: <i>educate, education, elect, election</i> Challenge Words: <i>detect, detection, procrastinate, procrastination</i>	Grammar Skill Simple and Perfect Verb Tenses How English Works Modifying to Add Details	Language Skills and Strategies Collaborate: Paraphrase Key Ideas Interpret: Explain Ideas and Text Relationships Produce: Use Precise Vocabulary How English Works: Understand How Ideas Are Linked Vocabulary Network: Words About Explorers	Writing Mode Informative Writing Writing Form Definition Essay Focus Trait Organization Write About Reading 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 Any Small Goodness Genre: Realistic Fiction Paired Selection The Ball Is in Their Court Genre: Literary Nonfiction	Target Skill Theme Target Strategy Visualize Supporting Skills Hyperbole Author’s Word Choice	Prefixes and Word Roots	Accuracy	Read Aloud Coach Dad Speaking/Listening: Ask and answer questions Speaking and Listening Skill Participate in a Debate	Target/Academic Vocabulary <i>veered, anonymous, bland, motive, skeptical, reception, understatement, emulate, aim, fanatic</i> Domain-Specific Vocabulary <i>volunteerism, civic pride, citizen, patriot, social work</i> Vocabulary Strategies Word Relationships	Spelling Principle Word Parts: <i>com-</i>, <i>con-</i> Spelling Words Basic Words: <i>contrast, contact, compound, concentrate, combine, comment, conference, compete, community, convert, conversation, commute, constitution, conduct, consumer, continent, composition, communicate, compliment, condition</i> Review Words: <i>combat, commotion, complex, contain, connect</i> Challenge Words: <i>confidential, commission, compatible, combustion, comprehension</i>	Grammar Skill Subject-Verb Agreement How English Works Using Verb Tenses	Language Skills and Strategies Collaborate: Ask and Answer <i>Wh-</i> Questions Interpret: Ask and Answer Questions Produce: Use Modal Expressions How English Works: Use Verb Types and Tenses Vocabulary Network: Words About Community	Writing Mode Informative Writing Writing Form Plan an Informational Essay (Prewrite) Focus Trait Purpose Write About Reading Performance Task
15	Anchor Text Team Moon: How 400,000 People Landed Apollo 11 on the Moon Genre: Literary Nonfiction Paired Selection The Woman in the Moon Genre: Play	Target Skill Text and Graphic Features Target Strategy Analyze/Evaluate Supporting Skills Domain-Specific Vocabulary Style and Tone	Common Final Syllables <i>-ise, -ize, -ive, -age</i>	Intonation	Read Aloud Moon Machines Speaking/Listening: Paraphrasing key details Speaking and Listening Skill Compare Presentations	Target/Academic Vocabulary <i>lunar, hovering, ascent, likelihood, impending, perilous, option, presumably, unpredictability, random</i> Domain-Specific Vocabulary <i>atmosphere, booster rocket, orbit, payload, satellite</i> Vocabulary Strategies Reference Sources	Spelling Principle Final /iz/, /iv/, /ij/ Spelling Words Basic Words: <i>revise, advantage, memorize, active, organize, criticize, shortage, advertise, attractive, college, explosive, exercise, encourage, summarize, wreckage, recognize, positive, percentage, sensitive, heritage</i> Review Words: <i>storage, relative, average, language, televise</i> Challenge Words: <i>utilize, mortgage, merchandise, aggressive, compromise</i>	Grammar Skill Regular and Irregular Verbs How English Works Text Structure	Language Skills and Strategies Collaborate: Affirm Others Interpret: Determine Word Meanings Produce: Write Informational Texts Independently How English Works: Expand Noun Phrases Vocabulary Network: Words About Space and Technology	Writing Mode Informative Writing Writing Form Write an Informational Essay (Draft, Revise, Edit, and Publish) Focus Trait Elaboration Write About Reading Performance Task
Performance Task	Anchor Texts Airborn Genre: Fantasy Supporting Texts All selections Genres: Multiple							Grammar Review Complete Sentences; Direct Quotations		Writing Mode Informative Writing Writing Form 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 The Real Vikings: Craftsmen, Traders and Fearsome Raiders Genre: Informational Text Paired Selection Poems That Boast Genre: Poetry	Target Skill Compare and Contrast Target Strategy Summarize Supporting Skills Author's Purpose Main Ideas and Details	Comparing Related Words	Phrasing: Punctuation	Read Aloud Viking Goddess: The Legend of Freya Speaking/Listening: Citing text evidence to support an evaluation of the main idea Speaking and Listening Skill Compare Stories	Target/Academic Vocabulary <i>majestic, ruthless, ancestral, saga, destiny, recreational, artistry, unearthed, forge, embodied</i> Domain-Specific Vocabulary <i>colonies, foragers, invasion, navigation, tale</i> Vocabulary Strategies Greek Roots	Spelling Principle Suffixes: -ent, -ant Spelling Words Basic Words: <i>confident, confidence, fragrant, fragrance, excellent, excellence, decent, decency, truant, truancy, brilliant, brilliance, resident, residence, evident, evidence, occupant, occupancy, reluctant, reluctance</i> Review Words: <i>distant, distance, frequent, frequency</i> Challenge Words: <i>inconvenient, inconvenience, buoyant, buoyancy</i>	Grammar Skill Principal Parts of Verbs How English Works Condensing Ideas	Language Skills and Strategies Collaborate: Add Relevant Information Interpret: Evaluate an Author's Language Choice Produce: Support Opinions How English Works: Expand Sentences with Adverbs Vocabulary Network: Words About the Past	Writing Mode Informative Writing Writing Form Compare-Contrast Essay Focus Trait Elaboration Write About Reading Performance Task
17	Anchor Text The Emperor's Silent Army Genre: Informational Text Paired Selection Ancient China: Visual Arts Genre: Informational Text	Target Skill Fact and Opinion Target Strategy Question Supporting Skills Figurative Language Text Structure	More Common Suffixes	Accuracy	Read Aloud Qin's Brain: The Man Behind the Emperor Speaking/Listening: Discussing the relationships between the characters; cite text evidence	Target/Academic Vocabulary <i>archaeologists, dignified, mythical, precede, elaborate, replicas, temperaments, distinct, lustrous, excavate</i> Domain-Specific Vocabulary <i>afterlife, artifact, dynasty, unearth, legacy</i> Vocabulary Strategies Word Families (includes Greek and Latin Roots)	Spelling Principle Suffixes: -able/-ible, -ate Spelling Words Basic Words: <i>visible, enjoyable, celebrate, incredible, horrible, desperate, cooperate, valuable, appreciate, considerate, audible, delicate, washable, graduate, capable, miserable, sensible, fortunate, noticeable, responsible</i> Review Words: <i>terrible, portable, possible, dictate, honorable</i> Challenge Words: <i>evacuate, irritable, exaggerate, improbable, elaborate</i>	Grammar Skill More Kinds of Pronouns How English Works Modify to Add Details	Language Skills and Strategies Collaborate: Affirm Others and Ask and Answer Questions Interpret: Explain How Phrasing Affects Audience Produce: Write Informational Texts Independently How English Works: Connect Ideas in Sentences Vocabulary Network: Words About Archaeology	Writing Mode Informative Writing Writing Form Problem-Solution Essay Focus Trait Organization Write About Reading Performance Task Research/Media Literacy Skills Inquiry Project
18	Anchor Text The Hero and the Minotaur Genre: Myth Paired Selection The Ancient News Genre: Newspaper Article	Target Skill Story Structure Target Strategy Infer/Predict Supporting Skills Analyze Setting Author's Word Choice	The /sh/ and /zh/ in Final Syllables	Expression	Read Aloud The Flight of Icarus Speaking/Listening: Discuss main characters' traits Speaking and Listening Skill Tell a Pourquoi Tale	Target/Academic Vocabulary <i>steadfast, somber, labyrinth, rash, unravels, fury, bitterly, massive, embrace, abandon</i> Domain-Specific Vocabulary <i>hero, mythology, odyssey, oral tradition, ritual</i> Vocabulary Strategies Suffixes -ful, -less, -ly, -ness, -ment, -ship	Spelling Principle Spelling /sh/ Spelling Words Basic Words: <i>section, shallow, direction, musician, rash, position, astonish, pressure, attention, impression, crucial, official, emotion, bashful, delicious, establish, ancient, situation, suspicion, permission</i> Review Words: <i>nation, expression, connection, ashamed, imitation</i> Challenge Words: <i>diminish, beneficial, efficient, potential, compassion</i>	Grammar Skill Adjectives and Adverbs How English Works Connecting Ideas	Language Skills and Strategies Collaborate: Persuade Others in Conversation Interpret: Explain How Different Words with Similar Meanings Produce Different Effects Produce: Plan and Deliver Oral Presentations How English Works: Condense Clauses to Create Precise Sentences Vocabulary Network: Words About Myths	Writing Mode Informative Writing Writing Form Cause-Effect Essay Focus Trait Organization Write About Reading 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 The Princess Who Became a King Genre: Informational Text Paired Selection Kush Genre: Informational Text	Target Skill Cause and Effect Target Strategy Monitor/Clarify Supporting Skills Analyze Historical Characters Conclusions and Generalizations	VV Syllable Pattern	Adjust Rate to Purpose	Read Aloud The Scribes of Ancient Egypt Speaking/Listening: Discuss main idea Speaking and Listening Skill Literature Discussion	Target/Academic Vocabulary <i>fragments, pondered, ceremonial, divine, supportive, erected, mission, prosperity, emerge, depicted</i> Domain-Specific Vocabulary <i>delta, hieroglyphics, monarchy, papyrus, sarcophagus</i> Vocabulary Strategies Greek Roots and Affixes	Spelling Principle Plurals Spelling Words Basic Words: <i>echoes, halves, solos, leaves, heroes, cliffs, scarves, potatoes, pianos, volcanoes, sheriffs, calves, tomatoes, cellos, wolves, ratios, stereos, yourselves, studios, bookshelves</i> Review Words: <i>abilities, duties, scissors, memories, strategies</i> Challenge Words: <i>vetoed, mosquitoes, avocados, wharves, sopranos</i>	Grammar Skill Punctuation How English Works Text Cohesion	Language Skills and Strategies Collaborate: Supporting Opinions and Persuading Others Interpret: Reading and Viewing Closely Produce: Write Informational Texts Collaboratively How English Works: Understanding Text Structure Vocabulary Network: Words About Ancient Cultures	Writing Mode Informative Writing Writing Form Plan a Research Report Focus Trait Organization Write About Reading Performance Task
	20	Anchor Text Bodies from the Ash: Life and Death in Ancient Pompeii Genre: Informational Text Paired Selection Since Vesuvius Genre: Informational Text	Target Skill Main Idea and Details Target Strategy Visualize Supporting Skills Style and Tone Analyze Events	More Common Prefixes	Intonation	Read Aloud Vesuvius: Tales from an Eyewitness Speaking/Listening: Ask and answer questions	Target/Academic Vocabulary <i>tremors, subjected, dormant, outlying, salvage, unaffected, opulent, meager, luxurious, imprints</i> Domain-Specific Vocabulary <i>crust, igneous rock, landslide, sediment, seismic</i> Vocabulary Strategies Prefixes <i>un-, re-, in-, im-, ir-, il-</i>	Spelling Principle Prefixes: <i>dis-, ex-, inter-</i> Spelling Words Basic Words: <i>disobey, explosion, dislike, interview, disapprove, interoffice, Internet, disallow, disappear, international, disrespect, exchange, exclaim, dissolve, disconnect, interact, distaste, export, disappoint, interstate</i> Review Words: <i>disrupt, excite, dishonest, disturb, expected</i> Challenge Words: <i>exterminate, interrupt, intermediate, intercept, disproportion</i>	Grammar Skill Prepositions; Prepositional Phrases How English Works Using Noun Phrases	Language Skills and Strategies Collaborate: Adapt Language Choices to Audience Interpret: Listen Actively and Ask and Answer Questions Produce: Plan and Deliver Oral Presentation How English Works: Apply Understanding of Referring Reader Within Text Vocabulary Network: Words About Volcanoes
Performance Task		Anchor Texts The Real Vikings The Emperor's Silent Army Bodies from the Ash Genre: Informational Texts							Grammar Review Complete Sentences; Direct Quotations	
Extended Reading	Trade Novel A Wrinkle in Time Genre: Science Fiction	Target Strategies Monitor/Clarify Summarize Infer/Predict Visualize Analyze/Evaluate Question		Expression	Read Aloud Where Are We? Speaking/Listening: Paraphrase Portions of a Text Read Aloud	Content Vocabulary Words <i>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</i> Domain-Specific Words <i>interstellar, lunar, module, propulsion, wormhole</i>	Integrated Language Arts Review Spelling Skills Review	Integrated Language Arts Review Grammar Skills Review		Collaborative Project Innovation Fair Write About Media 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 All Alone in the Universe Genre: Realistic Fiction Paired Selection DNA Detectives Genre: Literary Nonfiction	Target Skill Compare and Contrast Target Strategy Infer/Predict Supporting Skills Character’s Motivations Point of View	The Prefixes <i>per-</i> , <i>pre-</i> , <i>pro-</i>	Phrasing: Punctuation	Read Aloud Ninth-Grade Rules Speaking/Listening: Paraphrasing the main idea Speaking and Listening Skill Present an Argument	Target/Academic Vocabulary <i>blurted, spiteful, scrounged, eventually, comprehension, abrupt, exhilaration, oracle, stable, jeopardy</i> Domain-Specific Vocabulary <i>advocate, clique, confidante, empathy, networking</i> Vocabulary Strategies Word Relationships	Spelling Principle Prefixes: <i>pre-</i>, <i>pro-</i> Spelling Words Basic Words: <i>prediction, project, prevent, prepaid, prevail, proclaim, prehistoric, prejudice, preapprove, pregame, precaution, preorder, prescreen, preshow, pretreat, prolong, process, protrude, provision, production</i> Review Words: <i>prefer, prospect, preview, performing, protect</i> Challenge Words: <i>prologue, proportion, prorate, preseason, prearrange</i>	Grammar Skill Progressive Forms How English Works Condensing Ideas	Language Skills and Strategies Collaborate: Persuade Others in Conversation Interpret: Determine Word Meanings Produce: Write Literary Texts Independently How English Works: Use Verb Types and Tenses Vocabulary Network: Words About Changing Friendships	Writing Mode Argument Writing Writing Form Opinion Essay Focus Trait Elaboration Write About Reading Performance Task
22	Anchor Text First to Fly: How Wilbur and Orville Wright Invented the Airplane Genre: Literary Nonfiction Paired Selection Young Pilot Sets Records Genre: Literary Nonfiction	Target Skill Conclusions and Generalizations Target Strategy Monitor/Clarify Supporting Skills Personification Text Structure	The Prefixes <i>ad-</i> , <i>ob-</i> , <i>af-</i> , <i>ap-</i> , <i>as-</i>	Stress	Read Aloud Flying Through Time Speaking/Listening: Discuss key idea and support claims with evidence	Target/Academic Vocabulary <i>decrepit, instinct, lurched, frustration, vertical, barren, arose, harsh, conditions, elusive</i> Domain-Specific Vocabulary <i>aerodynamic, altitude, entrepreneur, patent, wind currents</i> Vocabulary Strategies Denotation and Connotation	Spelling Principle Words with Silent Letters Spelling Words Basic Words: <i>aisle, align, island, crumbs, gnaw, design, knotty, bustle, shepherd, soften, sword, thistle, knock, wrestle, column, autumn, knowledge, debt, numb, raspberry</i> Review Words: <i>half, answer, wreath, comb, wrinkle</i> Challenge Words: <i>campaign, coup, solemn, yacht, pneumonia</i>	Grammar Skill Punctuation and Quotations How English Works Connecting Ideas	Language Skills and Strategies Collaborate: Support Opinions and Persuade Others Interpret: Explain Others' Language Choices Produce: Justify Opinions with Evidence How English Works: Expand Noun Phrases Vocabulary Network: Words About Inventions	Writing Mode Argument Writing Writing Form Problem-Solution Essay Focus Trait Elaboration Write About Reading Performance Task Research/Media Literacy Skills Integrate Visuals and Text
23	Anchor Text Number the Stars Genre: Historical Fiction Paired Selection Book Review: Number the Stars Genre: Opinion Essay	Target Skill Cause and Effect Target Strategy Analyze/Evaluate Supporting Skills Figurative Language Understanding Characters	Recognizing More Suffixes	Phrasing: Pauses	Read Aloud Denmark: A Nation of Heroes Speaking/Listening: Discuss main idea Speaking and Listening Skill Give a Speech	Target/Academic Vocabulary <i>subsided, strident, intently, implored, scornfully, warily, confronting, exasperated, contempt, occupying</i> Domain-Specific Vocabulary <i>dictator, nationalism, political party, occupation, propaganda</i> Vocabulary Strategies Using Context	Spelling Principle Suffixes: <i>-ic</i>, <i>-ure</i>, <i>-ous</i> Spelling Words Basic Words: <i>fantastic, culture, curious, nervous, posture, jealous, scientific, generous, signature, dangerous, tragic, gigantic, sculpture, precious, lecture, serious, specific, fracture, romantic, ambitious</i> Review Words: <i>panic, future, comic, furniture, frantic</i> Challenge Words: <i>symbolic, unanimous, authentic, nutritious, legislature</i>	Grammar Skill Contractions How English Works Modifying to Add Details	Language Skills and Strategies Collaborate: Adapt Language to Purpose Interpret: Distinguish Different Words' Effects Produce: Write Summaries How English Works: Expand Sentences with Adverb Phrases Vocabulary Network: Words About Courage	Writing Mode Argument Writing Writing Form Persuasive Letter Focus Trait Purpose Write About Reading Performance Task

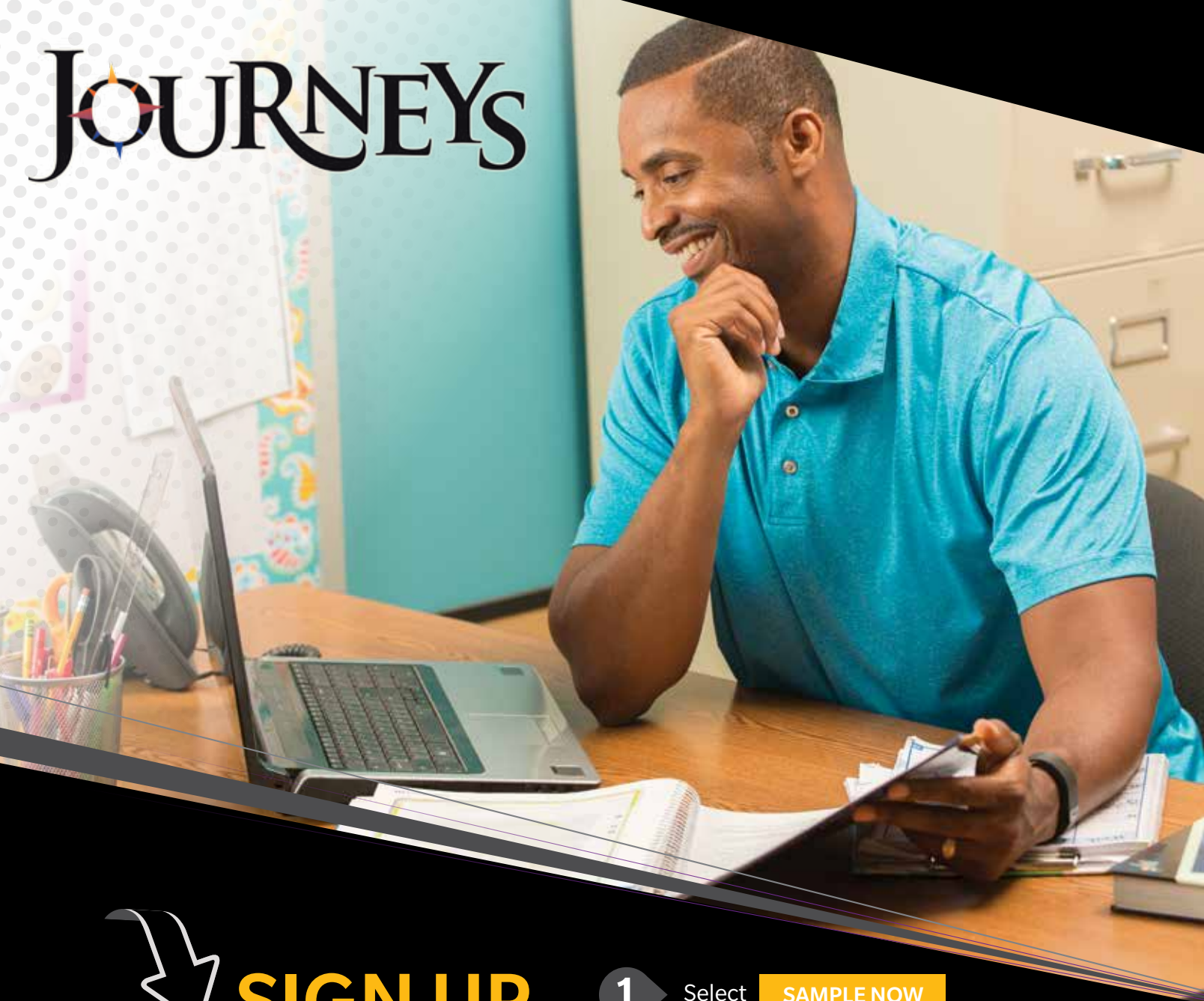
READING LITERATURE & INFORMATIONAL TEXT		FOUNDATIONAL SKILLS		SPEAKING & LISTENING		LANGUAGE			WRITING	
Lesson	Selections	Text-Based Comprehension	Decoding	Fluency	Speaking and Listening	Target/Academic Vocabulary	Spelling	Language	ELD Language Workshop Lessons	Writing
24	Anchor Text Harriet Tubman: Conductor on the Underground Railroad Genre: Literary Nonfiction Paired Selection Home of the Brave Genre: Poetry	Target Skill Author’s Purpose Target Strategy Question Supporting Skills Variations of English Analyze Events	Recognizing Common Prefixes	Expression	Read Aloud An Important March Speaking/Listening: Ask and answer questions	Target/Academic Vocabulary <i>intention, retorted, motioned, inexplicable, legitimate, hoarding, gnarled, destination, inconsolable, guttural</i> Domain-Specific Vocabulary <i>abolitionist, Confederacy, emancipate, fugitive, segregation</i> Vocabulary Strategies Prefixes <i>con-</i>, <i>com-</i>, <i>pre-</i>, <i>pro-</i>	Spelling Principle Prefixes: <i>de-</i>, <i>trans-</i> Spelling Words Basic Words: <i>transform, deject, destruct, detour, transmit, default, describe, defend, transplant, descend, derail, defrost, transcript, deploy, dethrone, deodorize, transatlantic, decompose, decrease, transaction</i> Review Words: <i>deserve, detective, transport, define, departure</i> Challenge Words: <i>degenerate, transition, dehydrate, transfusion, translucent</i>	Grammar Skill Making Comparisons How English Works Text Structure	Language Skills and Strategies Collaborate: Adapt Language to Purpose Interpret: Distinguish Different Words’ Effects Produce: Use Modal Expressions in Ideas How English Works: Combine Clauses to Link Ideas Vocabulary Network: Words About Civil Rights	Writing Mode Argument Writing Writing Form Plan an Argument Focus Trait Evidence Write About Reading Performance Task Research/Media Literacy Skills Create a Timeline
25	Anchor Text Robotics Genre: Informational Text Paired Selection Dr. Sneed’s Best Friend Genre: Play	Target Skill Sequence of Events Target Strategy Visualize Supporting Skills Domain-Specific Vocabulary Main Ideas and Details	Common Word Parts	Accuracy	Read Aloud Robo Dream Speaking/Listening: Discuss author’s purpose Speaking and Listening Skill Compare and Contrast Media	Target/Academic Vocabulary <i>inaccessible, literally, interaction, stimulus, uncanny, ultimate, data, sensors, domestic, artificial</i> Domain-Specific Vocabulary <i>database, diagnostics, encryption, mass production, microchip, reboot</i> Vocabulary Strategies Suffixes <i>-able</i>, <i>-ible</i>	Spelling Principle Word Parts Spelling Words Basic Words: <i>existence, refreshment, convention, intermission, uneventful, perfectly, completion, improvement, information, attendance, reversible, invention, development, respectful, unhappiness, preparation, irrigate, disagreement, unbelievable, concentration</i> Review Words: <i>decoration, promotion, comfortable, appointment, reaction</i> Challenge Words: <i>acquaintance, prosecution, precision, immeasurable, reputation</i>	Grammar Skill Proper Mechanics How English Works Text Cohesion	Language Skills and Strategies Collaborate: Ask and Answer Questions Interpret: Explain Ideas and Text Relationships Produce: Summarize Texts How English Works: Condense Clauses Vocabulary Network: Words About Robots	Writing Mode Argument Writing Writing Form Draft, Revise, Edit, and Publish an Argument Focus Trait Elaboration Write About Reading Performance Task
Performance Task	Anchor Text Number the Stars Genre: Historical Fiction Anchor Text First to Fly Genre: Literary Nonfiction Anchor Text Harriet Tubman Genre: Literary Nonfiction							Grammar Review Complete Sentences; Direct Quotations		Writing Mode Argument Writing Writing Form 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 Space Trash Genre: Informational Text Short Article How the Milky Way Came To Be: A Cherokee Tale Genre: Folktale Poetry Moon, Satellites Below Level Trade Book Esperanza Rising Author: Pam Muñoz Ryan Genre: Realistic Fiction On Level Trade Book Brian’s Winter Author: Gary Paulsen Genre: Realistic Fiction Advanced Trade Book Tracking Trash Author: Loree Griffin Burns Genre: Informational Text	Target Skill Main Idea and Details Target Strategy Question Supporting Skills Word Choice	Spelling Patterns in Words from Other Languages	Stress	Read Aloud Why Explore Space? Speaking/Listening: Expressing an opinion about the author’s claim Speaking and Listening Skill Compare Two Folktales	Review Vocabulary <i>pressuring, employed, miraculous, urgent, void, tendency, tension, innovation, submitted, impaired</i> Vocabulary Strategies Analogies	Spelling Principle Words from Other Languages Spelling Words Basic Words: <i>opera, vague, antique, drama, tornado, debut, stampede, gourmet, unique, academy, sonnet, brochure, cocoon, fatigue, mosquito, diploma, fiesta, debris, cafeteria, quartet</i> Review Words: <i>ballet, echo, essay, petite, bouquet</i> Challenge Words: <i>bonanza, rendezvous, et cetera, battalion, engage</i>	Grammar Skill Titles and Abbreviations How English Works Text Cohesion	Language Skills and Strategies Collaborate: Respond and Follow Turn-Taking Rules Interpret: Ask and Answer Questions and Demonstrate Active Listening Produce: Plan and Deliver Oral Presentations How English Works: Apply Understanding of Text Organization to Comprehend and Compose Texts Vocabulary Network: Words About Space	Writing Mode Narrative Writing Writing Form Narrative Poem Focus Trait Elaboration Write About Reading Performance Task
27	Long Article Denali Dog Sled Journal Genre: Realistic Fiction Short Article A Harsh Land of Beauty Genre: Informational Text Poetry Twelve Below, Desert Day Below Level Trade Book Esperanza Rising Author: Pam Muñoz Ryan Genre: Realistic Fiction On Level Trade Book Brian’s Winter Author: Gary Paulsen Genre: Realistic Fiction Advanced Trade Book Tracking Trash Author: Loree Griffin Burns Genre: Informational Text	Target Skill Conclusions and Generalizations Target Strategy Summarize Supporting Skills Simile	Recognizing Word Parts	Rate	Read Aloud Living in the Far North: Alaska’s Athabaskans Speaking/Listening: Discuss key concept Speaking and Listening Skill Analyze and Evaluate Presentations	Review Vocabulary <i>frigid, savor, reflect, impressive,venture, consequences, sparsely,lore, retains, heritage</i> Vocabulary Strategies Homophones, Homographs, and Homonyms	Spelling Principle Greek Word Parts Spelling Words Basic Words: <i>geography, democracy, microbiology, technology, thermos, automatic, mythology, democratic, thermometer, chronology, automobile, aristocrat, thermal, geology, aristocracy, geometry, anthology, apology, thermostat, psychology</i> Review Words: <i>biology, telephone, photograph, biography, autograph</i> Challenge Words: <i>archaeology, geographic, bureaucracy, etymology, autocrat</i>	Grammar Skill More Quotations How English Works Text Structure	Language Skills and Strategies Collaborate: Ask and Answer Questions Interpret: Determine Meanings of Unknown Words Produce: Write Summaries with Complete Sentences and Key Words How English Works: Use Language Resources to Refer Readers Back and Forth in Text Vocabulary Network: Words About Extreme Climates	Writing Mode Narrative Writing Writing Form Field Notes Focus Trait Elaboration Write About Reading Performance Task

200 GRADE 6 GRADE 6 201

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 Storm Chasers Genre: Informational Text	Target Skill Text and Graphic Features	Confusing Words	Phrasing: Pauses	Read Aloud The Force of a Hurricane	Review Vocabulary <i>eventually, jeopardy, vertical, conditions, subsided, intently, warily, stimulus, data, sensors</i>	Spelling Principle Words Often Confused	Grammar Skill Other Punctuation	Language Skills and Strategies Collaborate: Negotiate with Others in Conversations Interpret: Distinguish How Different Words Produce Different Effects and Shades of Meaning Produce: Plan and Deliver Oral Presentations with Appropriate Technology How English Works: Expand Sentences with Adverbials Vocabulary Network: Words About Weather	Writing Mode Narrative Writing
	Short Article Whiteout! The Great Blizzard of 1888 Genre: Informational Text	Target Strategy Visualize			Speaking/Listening: Literature discussion; paraphrase main points	Vocabulary Strategies Suffixes <i>-ize, -ify, -ive, -ity</i>	Spelling Words Basic Words: <i>desert, dessert, hardy, hearty, moral, morale, laying, lying, personal, personnel, formally, formerly, healthy, healthful, precede, proceed, conscious, conscience, immigrate, emigrate</i> Review Words: <i>loose, lose, homophone, homograph</i> Challenge Words: <i>sympathy, empathy, imminent, eminent</i>	How English Works Using Verb Types		Writing Form Personal Narrative (Drafting/Revising)
	Poetry Weather, In the Night, Snow, The Wind	Supporting Skills Flashback			Speaking and Listening Skill Give an Oral Multimedia Presentation					Focus Trait Organization
	Below Level Trade Book Esperanza Rising Author: Pam Muñoz Ryan Genre: Realistic Fiction									Write About Reading Performance Task
	On Level Trade Book Brian’s Winter Author: Gary Paulsen Genre: Realistic Fiction									
	Advanced Trade Book Tracking Trash Author: Loree Griffin Burns Genre: Informational Text									
Extended Reading	Trade Book Tracking Trash Genre: Informational Text	Target Strategies Monitor/Clarify Summarize Infer/Predict Visualize Analyze/Evaluate Question		Expression	Read Aloud That's a Lot of Water!	Content Vocabulary Words <i>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</i>	Integrated Language Arts Review Spelling Skills Review	Integrated Language Arts Review Grammar Skills Review		Collaborative Project Waste Not
					Speaking/Listening: Paraphrase Portions of a Text Read Aloud	Domain-Specific Vocabulary <i>climate, debris, latitude, longitude, tide</i>				Write About Media Write About Reading

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GREAT MINDS® WIT & WISDOM

Implementation Guide

A Guide for Teachers

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CREDITS AND ACKNOWLEDGMENTS

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.

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). 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, <i>Wit & Wisdom</i> students read complex, grade-level books they love—from classics such as <i>The Story of Ferdinand</i> and <i>Animal Farm</i>, to new favorites such as <i>Last Stop on Market Street</i> and <i>The Crossover</i>, to captivating nonfiction such as <i>I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban</i> and <i>An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793</i>. Students use these texts at every turn—to learn, and eventually master, essential reading, writing, speaking, listening, grammar, and vocabulary skills.

Students who usually struggle with reading can outperform those who usually score high—if they possess more knowledge of a text’s topic (Willingham). 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 <i>bootstrapping</i>, 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). 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. Students need knowledge-rich experiences to develop skills and transfer them to new contexts.	Each <i>Wit & Wisdom</i> 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). Each text’s unique attributes inform the varied questions, tasks, and standards students explore and practice with that text (Shanahan 9–11). 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). 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. Students need a process for reading, understanding, and analyzing complex texts.	<i>Wit & Wisdom</i> 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). 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.	<i>Wit & Wisdom</i> 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.

WIT & WISDOM PROGRAM COMPONENTS

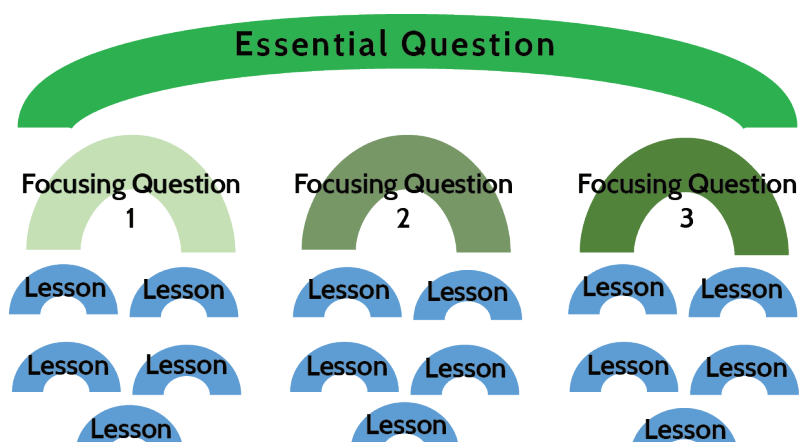
Wit & Wisdom is a comprehensive curriculum, providing the following materials and resources for teachers and students.

Component	Audience	Access	Feature	Purpose	Description
Implementation Guide	Teacher	Downloadable PDF from Great Minds website (http://witeng.link/IG)		Provide a user guide for the modules	Explanation of the components, philosophy, and resources of the curriculum
Module O, Grades K–2, Grades 3–5, and Grades 6–8	Teacher and student	Downloadable PDF from Great Minds website Grades K–2: (http://witeng.link/MO-GK-G2) Grades 3–5: (http://witeng.link/MO-G3-G5) Grades 6–8: (http://witeng.link/MO-G6-G8)		Introduce students to <i>Wit & Wisdom</i> '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

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)

- center on one Essential Question;
- 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;
- center on complex texts (both literary and informational) and visual art related to the Essential Question;
- focus on designated Common Core State Standards (CCSS) English Language Arts (ELA) standards; and
- conclude with a culminating EOM Task.

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.

TERMINOLOGY

Wit & Wisdom uses precise terminology to describe key teaching and learning practices. The following table introduces key terms and their definitions.

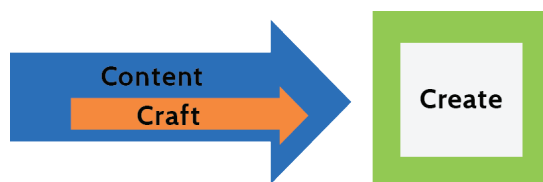
Check for Understanding (CFU)	A lesson-level assessment included in each <i>Wit & Wisdom</i> lesson. CFUs take many forms, such as an Exit Ticket, a graphic organizer, or a written response. Aligned to specific skills acquisition, they focus on reading, writing, and/or speaking and listening. On average, 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 <i>Wit & Wisdom</i> Classroom section in this chapter.

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.

- **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
<u>Wonder</u>	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.
<u>Organize</u>	What is happening in this text?	Students organize their thinking on what the text is about, demonstrating their literal comprehension of a text.
<u>Reveal</u>	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.
<u>Distill</u>	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.
<u>Know</u>	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.

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
<u>Examine</u>	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.
<u>Experiment</u>	How does [specific skill] work?	Students practice and hone the target writing or speaking skill in a scaffolded task.
<u>Execute</u>	How do I use [specific skill] in [specific task]?	Students employ the skill in their own text-based writing.
<u>Excel</u>	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.

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	<u>Wonder</u> What do I notice and wonder about <i>One Giant Leap</i> ?	<u>Examine</u> Why is it important to support an opinion with reasons?
20	<u>Organize</u> What is happening in <i>One Giant Leap</i> ?	<u>Experiment</u> How do supporting reasons work in opinion writing?
21	<u>Reveal</u> What does a deeper exploration of figurative language reveal in <i>One Giant Leap</i> ?	<u>Execute</u> How do I use supporting reasons in an opinion paragraph?
22	<u>Distill</u> What is the essential meaning of <i>One Giant Leap</i> ?	<u>Excel</u> How do I improve supporting reasons in opinion writing?
23	<u>Know</u> How do <i>Moonshot</i> and <i>One Giant Leap</i> 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: Would you like to have been an astronaut on the Apollo 11 mission? To answer this, write a four-paragraph opinion essay that includes the following: - an introduction paragraph - two supporting paragraphs - a conclusion paragraph Support your opinion using evidence from the following texts: <i>Moonshot</i>, Brian Floca <i>One Giant Leap</i>, 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.

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

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*, Alike

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

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

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.

- **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.

- **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: <u>Wonder</u> <i>What do you notice and wonder about this text?</i>	Students build confidence as they articulate observations stemming from their curiosity and focus. Students engage in noticing and wondering at their current ability level, often activating prior knowledge, which fosters a feeling of success in striving readers. Students learn to take note of information and details as they read. Students learn to articulate their confusion about a text. Students learn to focus on the role of illustrations in building meaning, where applicable.
Content Stage and Content Framing Question: <u>Organize</u> <i>What is happening in this text?</i>	Building basic plot understanding before moving on to close reading exercises ensures that students will be able to succeed at more complex text analysis. The focus on text organization (sequential, narrative, cause/effect, etc.) helps students generalize how to approach and comprehend different types of texts. Tactile work through routines such as Boxes and Buttons and Story Stones engages and supports kinesthetic learners.
Content Stage and Content Framing Question: <u>Reveal</u> <i>How does a deeper exploration of _____ reveal deeper meaning in this text?</i>	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. 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: <u>Distill</u> <i>What is the essential meaning of this text?</i>	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: <u>Know</u> <i>How does this text build my knowledge of _____?</i>	Intentional building of content knowledge improves comprehension and increases both domain-specific and academic vocabulary.

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. Evidence Organizers prime students for success in identifying and organizing their ideas before writing. 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. The more students read and are read to, the more knowledge they build and the more they develop their academic vocabulary. 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. Frequent reading of complex passages for fluency helps build comprehension. 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.

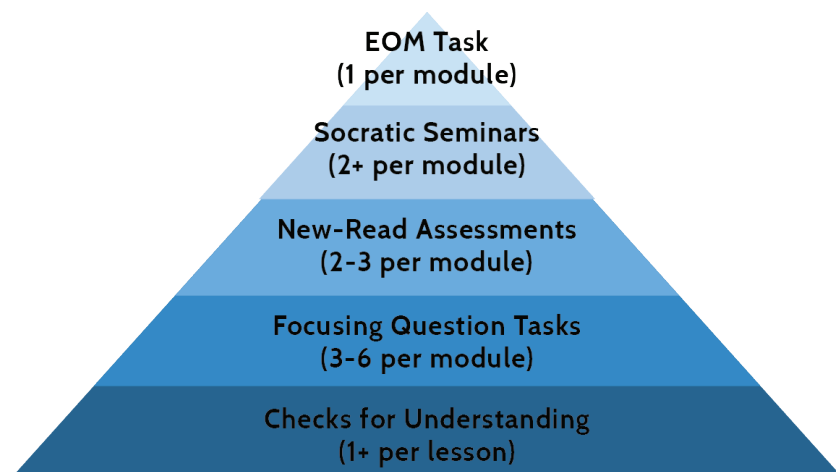
Module Element	Strategies and Tasks That Help English Learners
Content Stage and Content Framing Question: <u>Wonder</u> <i>What do you notice and wonder about this text?</i>	Annotation and discussion of unknown vocabulary and comprehension confusion support English learners in understanding new texts. The focus on academic language and content vocabulary in context supports the development of such language in English learners. 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: <u>Organize</u> <i>What is happening in this text?</i>	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: <u>Reveal</u> <i>How does a deeper exploration of _____ reveal deeper meaning in this text?</i>	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: <u>Distill</u> <i>What is the essential meaning of this text?</i>	Graphic Organizers and thoughtful instruction lead students to a deeper understanding of complex texts.
Content Stage and Content Framing Question: <u>Know</u> <i>How does this text build my knowledge of _____?</i>	Students build a cache of knowledge around various topics, learning a greater amount of vocabulary than through simply thematic collections. Connecting knowledge within the Knowledge Journal between texts and between topics supports development of knowledge and vocabulary. 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. The study of syntax helps English learners understand a variety of sentence structures as they read and use those in their own writing. Grammar study helps students learn parts of speech and word function in context.

Writing	Writing models give students visuals for organizing their informative, opinion/argument, and narrative writing. Evidence Organizers prime students for success in identifying and organizing their ideas before writing. Sharing writing ideas orally prior to writing helps support students in understanding and expressing their ideas about texts. 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. 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. 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. 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. Repeated reading helps students work on the correct pronunciation of words and build confidence in oral language in English. Frequent reading of complex passages for fluency helps build comprehension. 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.

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:

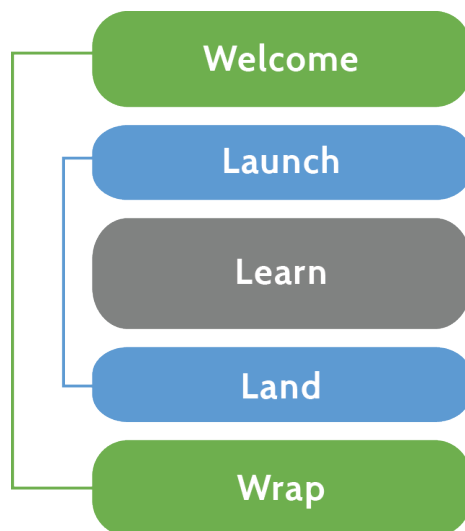
- A Module Overview, which includes
 - a summary of the module's knowledge story, and the core texts and topics examined
 - the Essential Question
 - a list of core and supplementary texts
 - module learning goals for content, reading, writing, language, speaking, and listening
 - explanations of how 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

MODULE TOPICS AND EOM TASK WRITING TYPES

Grade	Module 1	Module 2	Module 3	Module 4
K	<i>The Five Senses</i> Informative Writing	<i>Once Upon a Farm</i> Narrative Writing	<i>America, Then and Now</i> Informative Writing (Research)	<i>The Continents</i> Opinion Writing
1	<i>A World of Books</i> Narrative Writing	<i>Creature Features</i> Informative Writing (Research)	<i>Powerful Forces</i> Narrative Writing	<i>Cinderella Stories</i> Opinion Writing
2	<i>A Season of Change</i> Informative Writing	<i>The American West</i> Informative Writing	<i>Civil Rights Heroes</i> Narrative Writing	<i>Good Eating</i> Opinion Writing (Research)
3	<i>The Sea</i> Informative Writing	<i>Outer Space</i> Opinion Writing	<i>A New Home</i> Narrative Writing	<i>Artists Make Art</i> Informative Writing (Research)
4	<i>A Great Heart</i> Informative Writing	<i>Extreme Settings</i> Narrative Writing	<i>The Redcoats Are Coming!</i> Opinion Writing (Research)	<i>Myth Making</i> Informative Writing
5	<i>Cultures in Conflict</i> Informative Writing	<i>Word Play</i> Narrative Writing	<i>A War Between Us</i> Opinion Writing	<i>Breaking Barriers</i> Informative Writing (Research)
6	<i>Resilience in the Great Depression</i> Informative Writing	<i>A Hero's Journey</i> Narrative Writing	<i>Narrating the Unknown</i> Argument Writing	<i>Courage in Crisis</i> Informative Writing (Research)
7	<i>Identity in the Middle Ages</i> Narrative Writing	<i>Americans All Informative</i> Writing	<i>Language and Power</i> Argument Writing	<i>Fever</i> Informative Writing (Research)
8	<i>The Poetics and Power of Storytelling</i> Narrative Writing	<i>The Great War</i> Informative Writing	<i>What Is Love?</i> Argument Writing	<i>Teens as Change Agents</i> Informative Writing (Research)

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.		

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.

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, RL.7.8

Writing

- W.7.1a

Speaking and Listening

- SL.7.1, SL.7.3

Language

- ↓ L.7.1b

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. (RL.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.7.1a)

✓ Build on Focusing Question Task 2 response by acknowledging an alternate or opposing claim.

↓ Identify and evaluate the impact of varied sentence structures. (L.7.1b)

✓ 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.

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.

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.

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.

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.

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?”

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

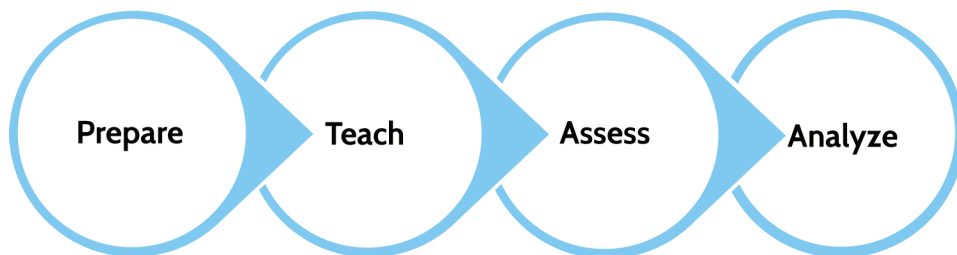
If students struggle to understand the author's points about the negative effects of advertising, the subtle techniques advertisers use, or the reasons children are particularly susceptible, consider rereading select paragraphs and thinking aloud about how to determine the author's central ideas and 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.

Prepare	Teach	Assess	Analyze
Before teaching the module, ▪ reread the core texts, ▪ read the Module Overview, and ▪ make note of its key elements, such as the Essential Question, the EOM Task, and the focus standards. Before teaching each lesson, ▪ reread the text(s); ▪ look at the Lesson's At a Glance page, noting the lesson's standards and learning goals; ▪ study the Prepare box information to determine the lesson's focus; ▪ read the lesson in depth, paying particular attention to the Content Framing Question and Learning Goals; and ▪ 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: ▪ Student understanding ▪ Student engagement ▪ Individual student needs	Assess student understanding and performance during and after the lesson. Among other actions, be sure to do the following: ▪ Collect (or take anecdotal notes on) the lesson's CFUs. ▪ Collect other student work products from the lesson. ▪ Pay attention to whole-class conversations and circulate as students work in pairs or small groups to continually assess student understanding. ▪ Observe students' speaking and listening skills during lessons, and assess how those are progressing.	Analyze students' work and discussions to make future instructional decisions. ▪ Use information in the Analyze boxes to assess performance on the CFUs and plan next steps. ▪ Use rubrics or checklists to score written work and generate quantitative data. Evaluate instruction. ▪ Revisit lesson preparation notes. ▪ Videotape the teaching, and then analyze the performance. ▪ 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.

Sample Schedules A

Grades K–2	
90 min.	<i>Wit & Wisdom</i> 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: Art, music, physical education, and media (alternating)
6 hrs., 30 min.	

Grades 3–5	
90 min.	<i>Wit & Wisdom</i> 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: Art, music, physical education, and media (alternating)
6 hrs., 30 min.	

Grades 6–8	
90 min.	<i>Wit & Wisdom</i> English
60 min.	Math
45 min.	Lunch and recess
60 min.	Science
60 min.	History
60 min.	Special subjects: Art, music, physical education, and media (alternating)
15 min.	Study hall (could be used for Volume of Reading)
6 hrs., 30 min.	

Sample Schedules B

Grades K–2	
75 min.	<i>Wit & Wisdom</i> English (core lesson)
30–45 min.	Differentiated Volume of Reading and small-group literacy
30 min.	Foundational literacy skills
15 min.	<i>Wit & Wisdom</i> English (Deep Dive)
60 min.	Lunch and recess
60 min.	Math
30 min.	Kindergarten: Play-based Knowledge Centers Grades 1–2: Science and history (alternating)
60 min.	Special subjects: Art, music, physical education, science lab, and social studies media lab (alternating)
6 hrs. –6 hrs., 15 min.	

Grades 3–5	
90 min.	<i>Wit & Wisdom</i> 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: art, music, physical education, science lab, and social studies media lab (alternating)
6 hrs.–6 hrs., 15 min.	

Grades 6–8	
75 min.	<i>Wit & Wisdom</i> (core lesson)
75 min.	Math
45 min.	Lunch and recess
45–50 min.	Science
45–50 min.	History
45–50 min.	Special subjects: 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

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					
Week 8	Holiday and Parent Conferences		Module 1 Lessons 22–28		
Week 9	Pause Point				
Week 10					Module 1 Lessons 29–32

Quarter 2

	Monday	Tuesday	Wednesday	Thursday	Friday	
Week 11	Teacher Choice Text Study					
Week 12	Module 2 Lessons 1–9					
Week 13						
Week 14	Pause Point	Module 2 Lessons 10–18				
Week 15						
Week 16	Pause Point	Module 2 Lessons 19–24				
Week 17						
Week 18			Holiday Party	Winter Break		
Week 19						
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					
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	

Quarter 4

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 32	Standardized Assessments				
Week 33					
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.

- **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.

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.

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

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.

This chart provides descriptions of each Core Practice and its value.

Core Practice Description	Progression of Practice	Value
Questioning 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 When readers ask themselves (or others) questions during the first few readings of a text, they are able to ▪ maintain engagement with and focus on the text while reading and ▪ monitor their comprehension of what they are reading. For Teachers 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 While independently reading a text or section of text, students make notes with common annotation symbols and/or marginal notes. 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 Annotation encourages active reading, inviting students to engage in a dialogue with the text while reading. For Teachers Annotations serve as indicators of students' understanding of the text and learning from previous modules.

Summarizing 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 Summarizing a text, or portion of text, after reading helps readers to ▪ think about texts more deeply, at the word and sentence level, and the text as a whole; ▪ identify main and central ideas and key and supporting details; ▪ distinguish between more relevant and less relevant details; and ▪ check their comprehension of what they have read. ▪ To summarize, a reader must make determinations about the following: ▪ The main or central ideas (in informational texts) and plot points and/or themes (in literary texts) ▪ The key ideas versus details ▪ Relevance For Teachers 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 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). 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 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. For Teachers 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.

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

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 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 (This CFU occurs after students complete a graphic organizer about the two texts.) Students use one color to highlight similarities between <i>Grandfather's Journey</i> and <i>Tea with Milk</i> . Students use the other color to highlight differences between <i>Grandfather's Journey</i> and <i>Tea with Milk</i> .	RL.3.2, RL.3.3, RL.3.9, W.3.8
	Grade 6, Module 2, Lesson 22 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 Write an informative paragraph explaining the impact of fall weather on leaves.	RI.2.2, W.2.2, L.2.1f
	Grade 7, Module 4, Focusing Task 2 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

New-Read Assessment	Grade 5, Module 3, New-Read Assessment 1 Text: <i>The Boys' War: Confederate and Union Soldiers Talk About the Civil War</i>, Jim Murphy Part A What point does the author make about drummer boys in this excerpt? - Drummer boys will always be an important part of war. - As war techniques changed, so did the need for drummer boys. - Soldiers needed drummer boys in order to hear commands. - Drummer boys caused too many problems during the Civil War, so armies stopped using them in later wars. Part B Which evidence from the text supports your answer to Part A? Select <u>two</u>. "The Civil War would be the last time drummer boys would be used in battle" (Murphy 41). "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). "Instead, smaller, fast-moving units and trench warfare, neither of which required drummers, became popular" (Murphy 43). "Even as their role in the fighting was changing, Civil War drummers stayed at their positions signaling orders to the troops" (Murphy 43). "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 Is science or magic more important to William? Grade 2, Module 3, Lesson 13 Why were Martin Luther King, Jr.'s words powerful? Grade 4, Module 3, Lesson 15 Participate in a Town Meeting to share your opinion as a colonist in <i>Colonial Voices</i> 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. Grade 6, Module 3, Lesson 32 Did the Jamestown settlement fail? Why or why not? Grade 8, Module 3, Lesson 32 Is love real?	SL.1.1.c, SL.1.3 RI.2.1, SL.2.1.c, SL.2.3, SL.2.6 RL.4.2, RL.4.6, RI.4.3, SL.4.1.a, SL.4.1.c, SL.4.3, SL.4.4 RI.6.1, RL.6.1, W.6.10, SL.6.1, SL.6.2, SL.6.4, SL.6.6 RL.8.1, RL.8.2, SL.8.1, SL.8.3, SL.8.6

End-of-Module Task	Kindergarten, Module 4 Part 1: Use knowledge of various text types to sort each module text into one of the following categories: informational text or storybook. 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. Grade 8, Module 1 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 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;

- 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.

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.

- 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.

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.

Supported gradual release of a strategy 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.

- 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.

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.

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.

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.

- **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.

- 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
<i>in-</i> (prefix)	In, on, onto.
<i>spir, spiro</i> (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.

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.

- 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.

Directions: Read this text for homework. Read on with or after school. Use the chart to record how you read the passage.

Mr. Jock, Patrick McSwann!

And Jack looked to his outside.

But watched him making their white.

spiders spinning their webs, and

spiders chasing and catching up and down again.

(from

McSwann, Patrick. Mr. Jock, New York: Little Brown and Company, 2015.)

	Day 1	Day 2	Day 3	Day 4	Day 5
Student Performance					
Comprehension					
Fluency					
Accuracy					
Rate					
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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. 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.

- 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:

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.

- 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:

	<i>Untitled</i>	<i>The Steerage</i>
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 breach of a 75 [artillery piece] in full sunlight, by the magic of the light on the bare metal" (<http://witenglink/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.

- 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.

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:

- 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;

- 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.

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>.

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.

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.

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	<i>The Five Senses</i>	<i>Once Upon a Farm</i>	<i>America Then and Now</i>	<i>The Continents</i>
	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	<i>A World of Books</i>	<i>Creature Features</i>	<i>Powerful Forces</i>	<i>Cinderella Stories</i>
	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	<i>A Season of Change</i>	<i>The American West</i>	<i>Civil Rights Heroes</i>	<i>Good Eating</i>
	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	<i>The Sea</i>	<i>Outer Space</i>	<i>A New Home</i>	<i>Artists Make Art</i>
	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

Grade 4	<i>A Great Heart</i>	<i>Extreme Settings</i>	<i>The Redcoats Are Coming!</i>	<i>Myth Making</i>
	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	<i>Cultures in Conflict</i>	<i>Word Play</i>	<i>A War Between Us</i>	<i>Breaking Barriers</i>
	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	<i>Resilience in the Great Depression</i>	<i>A Hero's Journey</i>	<i>Narrating the Unknown: Jamestown</i>	<i>Courage in Crisis</i>
	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	<i>Identity in the Middle Ages</i>	<i>Americans All</i>	<i>Language and Power</i>	<i>Fever</i>
	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	<i>The Poetics and Power of Storytelling</i>	<i>The Great War</i>	<i>What Is Love?</i>	<i>Teens as Change Agents</i>
	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.				

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.

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	<i>The Five Senses</i>	<i>Once Upon a Farm</i>	<i>America Then and Now</i>	<i>The Continents</i>
	W: 2, 8	W: 3, 6, 8	W: 2, 7, 8	W: 1, 5, 8
Grade 1	<i>A World of Books</i>	<i>Creature Features</i>	<i>Powerful Forces</i>	<i>Cinderella Stories</i>
	W: 3, 5	W: 2, 6, 7, 8	W: 3	W: 1, 8
Grade 2	<i>A Season of Change</i>	<i>The American West</i>	<i>Civil Rights Heroes</i>	<i>Good Eating</i>
	W: 2, 5, 8	W: 2, 5, 6, 8	W: 3, 8	W: 1, 7, 8
Grade 3	<i>The Sea</i>	<i>Outer Space</i>	<i>A New Home</i>	<i>Artists Make Art</i>
	W: 2, 4, 8	W: 1, 2, 4, 5, 8	W: 3, 4	W: 2, 4, 6, 7, 8
Grade 4	<i>A Great Heart</i>	<i>Extreme Settings</i>	<i>The Redcoats Are Coming!</i>	<i>Myth Making</i>
	W: 2, 8	W: 2, 3, 4, 5, 8	W: 1, 6, 7	W: 2

Grade 5	<i>Cultures in Conflict</i>	<i>Word Play</i>	<i>A War Between Us</i>	<i>Breaking Barriers</i>
	W: 2, 4	W: 3, 4, 5	W: 1, 4, 5	W: 1, 2, 4, 6, 7, 8
Grade 6	<i>Resilience in the Great Depression</i>	<i>A Hero's Journey</i>	<i>Narrating the Unknown: Jamestown</i>	<i>Courage in Crisis</i>
	W: 2, 4, 5	W: 3, 4, 5, 6	W: 1, 4, 5	W: 2, 4, 7, 8
Grade 7	<i>Identity in the Middle Ages</i>	<i>Americans All</i>	<i>Language and Power</i>	<i>Fever</i>
	W: 3, 4	W: 2, 4, 5	W: 1, 4, 6	W: 2, 4, 7, 8
Grade 8	<i>The Poetics and Power of Storytelling</i>	<i>The Great War</i>	<i>What Is Love?</i>	<i>Teens as Change Agents</i>
	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.				

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.

	Speaking and Listening Focus Standards			
	Module 1	Module 2	Module 3	Module 4
Kindergarten	<i>The Five Senses</i>	<i>Once Upon a Farm</i>	<i>America Then and Now</i>	<i>The Continents</i>
	SL: 1.a, 1.b	SL: 5, 6	SL: 3	SL: 2, 4
Grade 1	<i>A World of Books</i>	<i>Creature Features</i>	<i>Powerful Forces</i>	<i>Cinderella Stories</i>
	SL: 1.a, 1.b	SL: 5, 6	SL: 1.c, 3	SL: 2, 4
Grade 2	<i>A Season of Change</i>	<i>The American West</i>	<i>Civil Rights Heroes</i>	<i>Good Eating</i>
	SL: 1.a, 1.b	SL: 4, 5, 6	SL: 1.c, 3	SL: 2, 4
Grade 3	<i>The Sea</i>	<i>Outer Space</i>	<i>A New Home</i>	<i>Artists Make Art</i>
	SL: 1.b	SL: 1.d, 2, 4	SL: 1.a, 1.c, 3	SL: 4, 5, 6
Grade 4	<i>A Great Heart</i>	<i>Extreme Settings</i>	<i>The Redcoats Are Coming!</i>	<i>Myth Making</i>
	SL: 1.b	SL: 4, 5, 6	SL: 1.a, 1.b, 1.c, 3, 4	SL: 1.d, 2, 4
Grade 5	<i>Cultures in Conflict</i>	<i>Word Play</i>	<i>A War Between Us</i>	<i>Breaking Barriers</i>
	SL: 1.b	SL: 4, 5, 6	SL: 1.a, 1.c, 2, 3	SL: 1.d, 4
Grade 6	<i>Resilience in the Great Depression</i>	<i>A Hero's Journey</i>	<i>Narrating the Unknown: Jamestown</i>	<i>Courage in Crisis</i>
	SL: 1.b	SL: 1.d, 2, 4, 5, 6	SL: 2, 4	SL: 1.a, 1.c, 3
Grade 7	<i>Identity in the Middle Ages</i>	<i>Americans All</i>	<i>Language and Power</i>	<i>Fever</i>
	SL: 1.b	SL: 4, 5, 6	SL: 1.a, 1.c, 3	SL: 1.d, 2, 4, 5
Grade 8	<i>The Poetics and Power of Storytelling</i>	<i>The Great War</i>	<i>What Is Love?</i>	<i>Teens as Change Agents</i>
	SL: 4, 5, 6	SL: 1.b, 1.d	SL: 1.a, 1.c, 3	SL: 2, 4, 5

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.

	Language Focus Standards			
	Module 1	Module 2	Module 3	Module 4
Kindergarten	<i>The Five Senses</i>	<i>Once Upon a Farm</i>	<i>America Then and Now</i>	<i>The Continents</i>
	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	<i>A World of Books</i>	<i>Creature Features</i>	<i>Powerful Forces</i>	<i>Cinderella Stories</i>
	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	<i>A Season of Change</i>	<i>The American West</i>	<i>Civil Rights Heroes</i>	<i>Good Eating</i>
	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	<i>The Sea</i>	<i>Outer Space</i>	<i>A New Home</i>	<i>Artists Make Art</i>
	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	<i>A Great Heart</i>	<i>Extreme Settings</i>	<i>The Redcoats Are Coming!</i>	<i>Myth Making</i>
	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	<i>Cultures in Conflict</i>	<i>Word Play</i>	<i>A War Between Us</i>	<i>Breaking Barriers</i>
	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	<i>Resilience in the Great Depression</i>	<i>A Hero's Journey</i>	<i>Narrating the Unknown: Jamestown</i>	<i>Courage in Crisis</i>
	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	<i>Identity in the Middle Ages</i>	<i>Americans All</i>	<i>Language and Power</i>	<i>Fever</i>
	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	<i>The Poetics and Power of Storytelling</i>	<i>The Great War</i>	<i>What Is Love?</i>	<i>Teens as Change Agents</i>
	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

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.

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

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: ▪ What new knowledge did you gain? ▪ How did your thinking change? ▪ What went well? ▪ What needs improvement?

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: ▪ What new knowledge did you gain? ▪ How did your thinking change?
Debrief	5	Students reflect (e.g., using an Exit Ticket) by answering questions such as the following: ▪ What went well? ▪ 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: ▪ What new knowledge did you gain? ▪ How did your thinking change?
Debrief	5	Students reflect (e.g., using an Exit Ticket) by answering questions such as the following: ▪ What went well? ▪ What needs improvement?

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.

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?

Sample Socratic Seminar Tracking Chart

Name	Listening		Reading	Speaking						
	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.										

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. 2 Add information, strategies, or procedures as taught or discussed, with student input if appropriate. 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. 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. 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. 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.

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. 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. 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. 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. 2 Read aloud a challenging selection in doable phrases from the text, modeling fluent reading. 3 Students echo the same phrases back, echoing voice, inflection, and the modeled pauses. 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. 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. 3 Provide additional information or directions to those in the fishbowl as needed. 4 Students inside the fishbowl engage in a collaborative task or discussion, while students outside observe. 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. 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.) 3 Students debrief through discussion and/or writing.

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. 2 Students circulate and locate a partner with whom to share their key ideas. 3 Announce “Give One” to indicate that students should swap ideas and “Get One” from another student. 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. 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. 2 Ask students to describe what the examples have in common. 3 Name the targeted concept, and ask students to generate a definition or rule(s) for the concept. 4 Students look for other examples in the texts and further refine the rules and/or definitions of the concept. 5 Students write their own sentences or paragraphs, highlighting their use of the grammar concept.

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. 2 Students record responses and then debrief through writing or discussion. Variations: ▪ Boxes and Bullets: Students record the text's main ideas and supporting details. ▪ 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.) ▪ Morpheme Matrix: Students explore new roots and affixes. ▪ 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. 2 Divide students into "home" groups. Assign each student in a home group a specific piece of the text (or task). 3 Students regroup according to their assignment from step 2, meeting in "expert" groups with others who share the same assignment. 4 Students work collaboratively in their assignment-based groups to become experts on their assigned text (or task). 5 Students then return to their home groups. Each group member shares her or his expertise. Variation: One Stay, Three Stray: Students from one jigsaw group visit other groups and then report back to the jigsaw group.

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. 2 Specify which relationships among words students should consider, such as meaning, part of speech, or usage in a particular text. 3 Students circulate and discuss with each person they meet whether their cards are related in the way specified. 4 Once students identify someone with a related word, they link up with that person. 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. 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. 3 Students may also consider “What if?” questions about the events. 4 Groups write a summary of one of the events describing the consequences.
Mix and Mingle (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. 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.) 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. 2 Ask students to discuss what the context reveals about the word’s possible meaning. 3 Ask students to discuss clues to meaning within the word, such as roots and prefixes. 4 Have students draft possible definitions and then verify them using reference materials.

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: 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. Option 2: 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. 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.) 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. 2 In each corner of the classroom, post a response or opinion. Students move to the corner that best represents their opinion. 3 Students discuss the reasons why they chose their corner. 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. 2 Allot 2–10 minutes for students to write.

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. 2 Distribute one card to each student. 3 Students circulate around the room and locate a partner. 4 Partners quiz one another by asking the written question, then checking peer responses against the written answers. 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. 2 Students read their parts silently, annotating for challenging vocabulary, questions about basic understanding, and ideas for fluent expression and dramatic interpretation. 3 Students read aloud with a partner to rehearse the language, phrasing, and expression of the text. 4 When using the same script with multiple performance teams, group students who have the same part together for practice and peer coaching. 5 Allow students time to rehearse and coalesce their roles into a unified scene. 6 Have students perform the Readers' Theater, giving time for feedback after each group finishes. Variation: 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.

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. Variations: Equity Sticks: Call on students by randomly selecting names from a container that holds all students' names on slips of paper or craft sticks. - Recommended for open-ended questions 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. - Recommended for questions with a closed set of possible responses 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. - Recommended for questions with a closed set of possible responses Whiteboards: Students write responses on individual whiteboards or other erasable boards and then hold up their responses for the class to see. - 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	- Display a short, interesting text, such as a piece of visual art, an illustration, or a quotation. - Students briefly consider the new text independently. - Students discuss what they observe in the text, recording observations in individual or class notes. - Next, students discuss what they think or infer about the text, justifying their inferences with evidence and recording them in individual or class notes. - Finally, students discuss what they wonder about the text, recording questions in individual or class notes.

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. 2 Students draft the first sentence or section through Stop and Jot or Think-Pair, writing on erasable boards, etc. 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. 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. 5 Repeat the procedure for the rest of the sentences or sections of the writing piece. 6 Students read the entire piece and then debrief about what they learned about writing. 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 (Variations: Arm Writing, Floor Writing)	Sky Writing helps students practice writing letter(s) or word(s) in the air before committing them to paper. 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). 2 Students stand, hold one arm straight out, and point a finger. 3 Students trace the letter or word(s) in the air. Variations: ▪ Arm Writing: Students stay seated and use a finger to write on their arms. ▪ Floor Writing: Students stay seated and write on the floor with one finger.

Stop and Jot (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. 2 Students write a brief response. 3 Students briefly discuss their responses with a partner and/or the whole class. 4 Students can reference their Stop and Jots when completing formative assessments. Variation: 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. 2 Options for using the stones: a. Identify a specific stone, and ask students to give details from the text corresponding to the stone. b. Students draw a stone from a pile and provide information from the text about that element. 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. 2 The students in each tableau do not speak. 3 A student outside of each tableau may narrate the scene for the viewers. Variation: Moving Tableau: As appropriate, motion can be included in a tableau to meet the needs of kinesthetic learners and represent elements of the text.

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. 2 Students label each column of the chart above the horizontal line. 3 Students record evidence or ideas on the chart below the horizontal line. 4 Students debrief through writing and/or discussion. Variation: 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. 2 Give students time to think. 3 Students share their responses with a partner. 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. Variations: ▪ Think-Pair: Complete the same procedure without the small or whole-group sharing. ▪ Think-Pair-Square: Students conduct a Think-Pair and then join a second pair, sharing in groups of four. ▪ 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. 2 Students discuss what they think they know about the topic, recording thoughts in individual or class notes. 3 Students discuss what puzzles them about the topic, recording questions in individual or class notes. 4 Students discuss how they can explore the topic, recording ideas in individual or class notes. 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.

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. 2 Students write in their Response Journals and then discuss, or they submit 3-2-1 Exit Tickets. Below are examples of 3-2-1 Response prompts. Example A ▪ 3 most important ideas ▪ 2 supporting details ▪ 1 question Example B ▪ 3 things you learned ▪ 2 questions you still have ▪ 1 text-to-text connection
Value Line-Up (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. 2 Students line up based on their level of agreement or disagreement with the statement. 3 The single line then folds in half, pairing students such that students who most disagree are partnered with those who most agree. 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. 2 Individual students jot down or think about their answers. 3 Students share their responses one after another until all students have shared their answers. 4 If students wrote their answers, each student can strike out her or his answer if someone else says it first.

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. 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. 3 Select questions to investigate, and/or group similar questions together. 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. 5 As appropriate, move each question-and-answer pair to the Answers in Progress or Complete Answers column. Variation: 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. 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. 3 Students choose stems to ask questions about the text. Alternatively, students choose a question stem from the wheel and ask as many text-based questions as they can using the chosen stem. Variation: 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. 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. 3 Students debrief through discussion.

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. 2 When students encounter key vocabulary, have them use sticky notes to add words, definitions, illustrations, and examples to the space. 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)

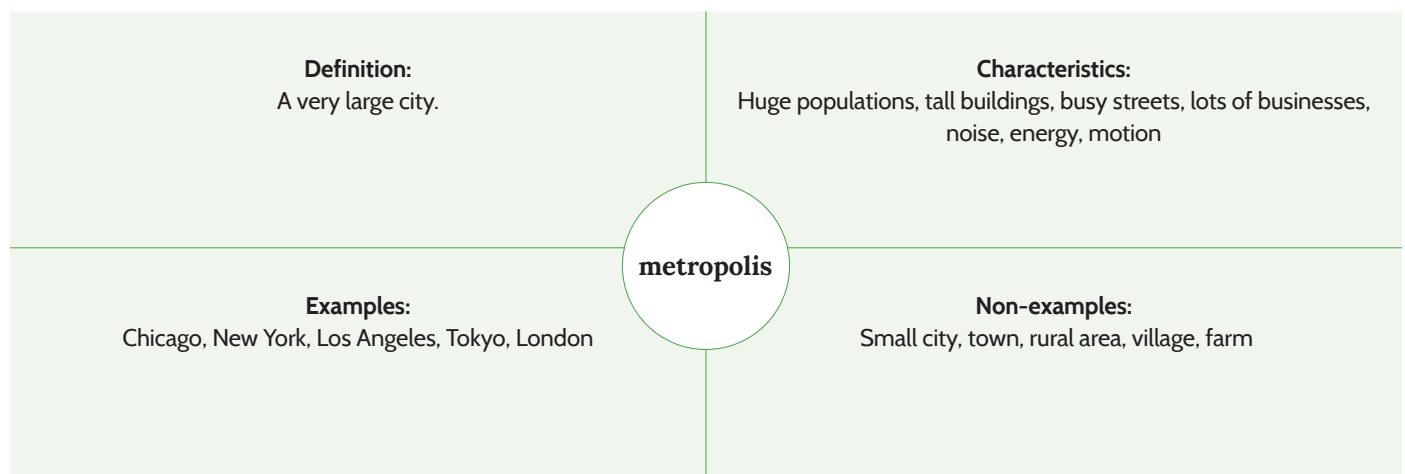
(RL.4, RI.4, L.4)

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*.



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.

re de	con	struct “build”	s ed ing ion or		
in	de		ive	ly ity ness	
in od sub super infra			ure	es ed ing	
				al	ly ism ist

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.

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).

Relationship Mapping (Grades K–8)

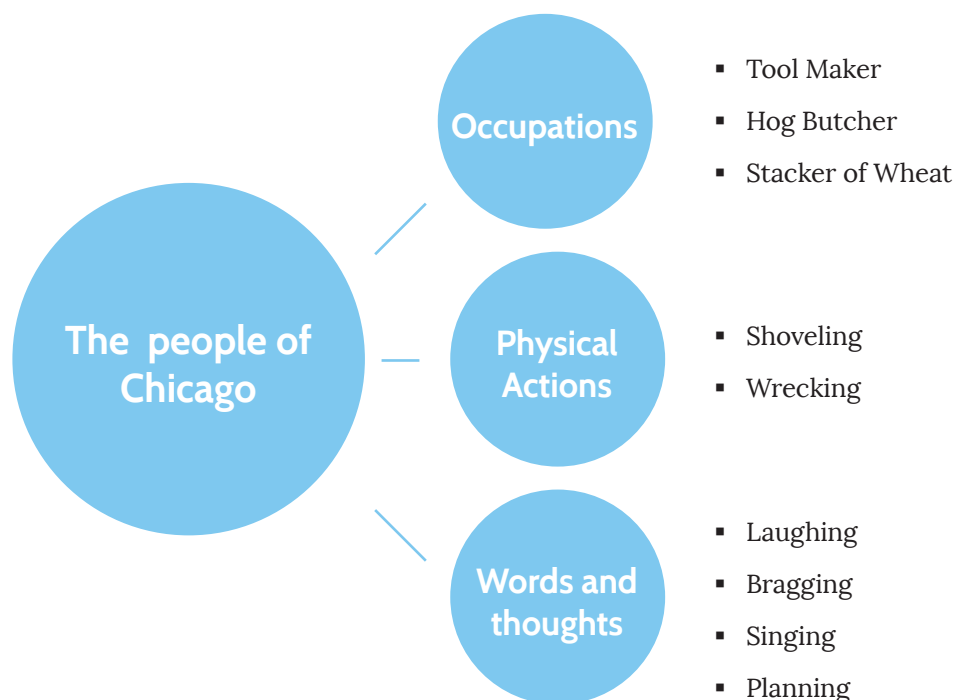
(L.5)

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.

- 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.

SAMPLE ANNOTATION SYMBOLS CHART

Response	Annotation Symbol
Questions and confusions	?
Observations	●
Connections	To other text:  T Within the text:  To the world:  W
Unknown words	<u>WORD</u>
Figurative language (e.g., similes, metaphors, personification, alliteration, onomatopoeia, hyperbole, idioms)	[He ran like the wind]
Transition words (e.g., first, then, next)	<u>First</u>
Key passages to quote or cite later	<>
Standard-specific element (e.g., alliteration, point of view, humor, suspense)	  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.

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 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 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.

	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. 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.

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. Grade 7: Acknowledge alternate or opposing claim(s). Grade 8: Acknowledge and distinguish from alternate or opposing claim(s).
C	Concluding Statement	Reinforce your argument.

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. Grade 7: Acknowledge alternate or opposing claim(s). 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

	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 Grade 6: Engage and orient your reader by establishing a context 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 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.

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: ▪ Responds thoroughly to all elements of prompt ▪ Names specific topic ▪ Supplies two additional pieces of information about the topic after naming the topic	Using a combination of drawing, dictating, and writing: ▪ Responds to all elements of prompt ▪ Names general topic ▪ Supplies one additional piece of information about the topic after naming the topic	Using a combination of drawing, dictating, and writing: ▪ Responds to some elements of prompt ▪ Information about topic is supplied; topic is apparent but not explicitly stated	Using a combination of drawing, dictating, and writing: ▪ Does not respond to prompt; off-topic ▪ Does not supply information about topic; topic is unclear
Development	With guidance and support such as collaborative planning: ▪ Supplies two pieces of evidence from text(s) ▪ Evidence provided develops topic	With guidance and support such as collaborative planning: ▪ Supplies one piece of evidence from text ▪ Evidence provided relates to topic	With guidance and support such as collaborative planning: ▪ Supplies general evidence that may not come from text or may not be factually accurate ▪ Evidence may not consistently relate to topic	With guidance and support such as collaborative planning: ▪ Does not supply evidence
Conventions	The following only applies when using students' own writing: ▪ 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: ▪ 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: ▪ 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: ▪ 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: ▪ Responds thoroughly to all elements of prompt. ▪ Names topic or book with further information about topic or book. ▪ States opinion or preference clearly.	Using a combination of drawing, dictating, and writing: ▪ Responds to all elements of prompt. ▪ Names topic or book. ▪ States an opinion or preference.	Using a combination of drawing, dictating, and writing: ▪ Responds to some elements of prompt. ▪ Attempts to name topic or book but does so in an unclear or inaccurate way. ▪ States an unclear opinion or preference.	Using a combination of drawing, dictating, and writing: ▪ Does not respond to prompt; off-topic. ▪ Does not name topic or book. ▪ Does not state an opinion or preference.
Development	With guidance and support such as collaborative planning: ▪ Supports the opinion with a fact or piece of evidence from text(s).	With guidance and support such as collaborative planning: ▪ Supports or explains the opinion with information from text(s).	With guidance and support such as collaborative planning: ▪ Attempts to explain or support, but support may not relate to the opinion.	With guidance and support such as collaborative planning: ▪ Does not support or explain opinion.
Conventions	The following only applies when using students' own writing: ▪ 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: ▪ 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: ▪ 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: ▪ 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: 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: ▪ Responds thoroughly to all elements of prompt. ▪ Narrates several linked events. ▪ Tells events in the order in which they occurred. ▪ Provides a reaction to what happened that provides a brief sense of closure.	Using a combination of drawing, dictating, and writing: ▪ Responds to all elements of prompt. ▪ Narrates a single event or several loosely linked events. ▪ Tells events in the order in which they occurred. ▪ Provides a reaction to what happened.	Using a combination of drawing, dictating, and writing: ▪ Responds to some elements of prompt. ▪ Attempts to narrate an event, but action or situation is unclear. ▪ Events are not told in order in which they occurred. ▪ Attempts to provide a reaction; reaction may be unrelated to what happened.	Using a combination of drawing, dictating, and writing: ▪ Does not respond to prompt; off-topic. ▪ Does not narrate an event. ▪ Does not provide a reaction to what happened or an ending.
Conventions	The following only applies when using students' own writing: ▪ 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: ▪ 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: ▪ 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: ▪ 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. - Names topic with further introductory or contextual information. - Provides three or more additional pieces of information about the topic in middle. - Provides a strong sense of closure.	- Responds to all elements of prompt. - Names topic. - Provides two additional pieces of information about the topic in middle. - Provides some sense of closure.	- Responds to some elements of prompt. - Refers to topic indirectly without clearly naming or identifying it. - Provides one piece of information about the topic in middle. - Attempts to provide closure but does so unclearly.	- Does not respond to prompt; off-topic. - Does not name or refer to topic. - Does not provide additional information. - Does not provide closure.
Development	- With guidance and support such as collaborative planning: - Supplies a variety of evidence from text(s), including facts when appropriate. - Evidence provided develops topic.	- With guidance and support such as collaborative planning: - Supplies evidence from text(s), including facts when appropriate. - Evidence provided relates to topic.	- With guidance and support such as collaborative planning: - Supplies general evidence that may not come from text or may not be factually accurate. - Evidence may not consistently relate to topic.	- With guidance and support such as collaborative planning: - Does not supply evidence.
Style	- Uses conjunctions to signal simple relationships and create compound sentences. - Uses several words and phrases specific to the text and topic.	- Uses conjunctions to signal simple relationships. - Uses several words and phrases relevant to the text and topic.	- Attempts to use conjunctions but does so incorrectly or with inappropriate words. - Uses 1–2 words and phrases related to the topic.	- Does not use conjunctions - 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: 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. - Introduces topic or names book with further introductory or contextual information. - States opinion clearly. - Provides two or more additional pieces of information about the topic in middle. - Provides a strong sense of closure.	- Responds to all elements of prompt. - Introduces topic or names book. - States an opinion. - Provides one additional piece of information about the topic in middle. - Provides some sense of closure.	- Responds to some elements of prompt. - Refers to topic or book indirectly without clearly introducing or naming it. - States an unclear opinion. - Provides additional information about the topic before introducing topic or after closure. - Attempts to provide closure but does so unclearly.	- Does not respond to prompt; off-topic. - Does not name or refer to topic or book. - Does not state an opinion. - Does not provide additional information. - Does not provide closure.
Development	With guidance and support such as collaborative planning: Supplies two or more reasons that support opinion well.	With guidance and support such as collaborative planning: Supplies at least one reason that relates to the opinion.	With guidance and support such as collaborative planning: Supplies a reason that does not relate to the opinion.	With guidance and support such as collaborative planning: Does not supply a reason.
Style	- Uses conjunctions to signal simple relationships and create compound sentences. - Uses several words and phrases specific to the text and topic.	- Uses conjunctions to signal simple relationships. - Uses several words and phrases relevant to the text and topic.	- Attempts to use conjunctions but does so incorrectly or with inappropriate words. - Uses 1–2 words and phrases related to the topic.	- Does not use conjunctions. - 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. - Recounts three or more appropriately sequenced events. - Provides a more thorough sense of closure. - Uses a variety of temporal words to signal event order.	- Responds to all elements of prompt. - Recounts two or more appropriately sequenced events. - Provides a sense of closure. - Uses temporal words to signal event order.	- Responds to some elements of prompt. - Recounts only one event or recounts two or more events in a confusing or unclear sequence. - Attempts to provide a sense of closure, but ending is unclear. - Inconsistently or incorrectly uses temporal words to signal event order.	- Does not respond to prompt; off-topic. - Does not recount any events. - Does not provide closure. - Does not use temporal words.
Development	With guidance and support such as collaborative planning: Includes several precise or well-chosen details to describe what happened.	With guidance and support such as collaborative planning: Includes two or more details to describe what happened.	With guidance and support such as collaborative planning: Includes one or two general details.	With guidance and support such as collaborative planning: Does not include details to describe what happened.
Style	- Uses a variety of adjectives effectively. - Uses several words and phrases specific to the text and topic.	- Uses frequently occurring adjectives. - Uses several words and phrases relevant to the text and topic.	- Attempts to use adjectives but may be improperly used. - Uses 1–2 words and phrases related to the topic.	- Does not use adjectives. - 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 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. - Introduces topic thoroughly. - Provides three or more additional pieces of information about the topic in middle. - Provides a strong concluding statement or section.	- Responds to all elements of prompt. - Introduces topic. - Provides two additional pieces of information about the topic in middle. - Provides a concluding statement or section.	- Responds to some elements of prompt. - References topic but does not clearly introduce it. - Provides one piece of information about the topic in middle. - Provides a brief or unclear sense of closure.	- Does not respond to prompt; off-topic. - Does not introduce or reference topic. - Does not provide additional information. - Does not provide closure.
Development	- Develops topic with a variety of evidence from text(s). - Evidence provided strongly and clearly develops points.	- Develops topic with evidence from text(s). - 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. - Evidence may not consistently relate to topic.	Does not provide evidence.
Style	- Uses a variety of appropriately chosen simple and compound sentences. - Uses several words and phrases specific to the text and topic.	- Uses simple and compound sentences. - Uses several words and phrases relevant to the text and topic.	- Attempts to use one or two compound sentences but may be improperly used. - Uses 1–2 words and phrases related to the topic.	- Does not use compound sentences. - 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 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. - Introduces topic or book thoroughly. - States opinion clearly. - Supplies reasons in the middle that are listed or organized in a logical way. - Provides a strong concluding statement or section. - Uses a variety of well-chosen linking words to connect opinion and reasons.	- Responds to all elements of prompt. - Introduces topic or book. - States an opinion. - Supplies reasons in the middle. - Provides a concluding statement or section. - Uses linking words to connect opinion and reasons.	- Responds to some elements of prompt. - References topic but does not clearly introduce it. - States an unclear opinion. - Supplies reasons before introducing topic or after conclusion. - Provides a brief or unclear sense of closure. - Inconsistently or incorrectly uses linking words to connect opinion and reasons.	- Does not respond to prompt; off-topic. - Does not introduce or reference topic or book. - Does not state an opinion. - Does not supply a reason. - Does not provide closure. - Does not use linking words.
Development	- Supplies two or more reasons that show insightful understanding of text. - Reasons clearly and convincingly support opinion.	- Supplies two or more reasons. - Reasons support the opinion.	- Supplies one reason. - Reason may not clearly support the opinion.	Does not supply a reason.
Style	- Uses a variety of appropriately chosen simple and compound sentences. - Uses several words and phrases specific to the text and topic.	- Uses simple and compound sentences. - Uses several words and phrases relevant to the text and topic.	- Attempts to use one or two compound sentences but may be improperly used. - Uses 1–2 words and phrases related to the topic.	- Does not use compound sentences. - 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 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. - Recounts a well-elaborated event or short sequence of events that flows well. - Provides a more thorough sense of closure. - Uses a variety of temporal words to signal event order.	- Responds to all elements of prompt. - Recounts a well-elaborated event or short sequence of events. - Provides a sense of closure. - Uses temporal words to signal event order.	- Responds to some elements of prompt. - Recounts events in a confusing or unclear sequence. - Attempts to provide a sense of closure, but ending is unclear. - Inconsistently or incorrectly uses temporal words to signal event order.	- Does not respond to prompt; off-topic. - Does not recount any events. - Does not provide a sense of closure. - 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. - Uses several precise or well-chosen adjectives and adverbs to describe things.	- Uses simple and compound sentences. - Uses several adjectives and adverbs to describe things.	- Attempts to use one or two compound sentences but may be improperly used. - Uses one or two adjectives and adverbs to describe things.	- Does not use compound sentences. - 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. - 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. - Maintains focus on topic throughout piece. - Introduces topic thoroughly. - Groups related information about the topic together into clear categories or paragraphs. - Provides a concluding statement or section that refers to topic and adds insight. - Uses a variety of well-chosen linking words and phrases to connect ideas.	- Responds to all elements of prompt. - Maintains focus on topic throughout piece with occasional departures. - Introduces topic. - Groups related information about the topic together. - Provides a concluding statement or section that refers to topic. - Uses linking words and phrases to connect ideas.	- Responds to some elements of prompt. - Often departs from focus on topic. - Attempts to introduce topic but does so in a general, incomplete, or inaccurate way. - Related information about the topic is partially or inconsistently grouped together. - Provides a brief concluding idea that does not clearly refer to topic. - Inconsistently or incorrectly uses linking words and phrases to connect ideas.	- Does not respond to prompt; off-topic. - Piece lacks focus on topic. - Does not introduce topic. - Information is randomly organized and not grouped. - Does not provide a concluding statement or section. - Does not use linking words or phrases.
Development	- Develops topic with a variety of evidence from text(s). - Examines or analyzes the topic with additional insight or thoroughness.	- Develops topic with evidence from text(s). - Examines or analyzes the topic.	- Develops topic with general evidence that may not come from text or may be factually inaccurate. - Partially or briefly examines or analyzes the topic.	- Does not provide evidence. - Does not examine or analyze the topic.
Style	- Uses a variety of appropriately chosen simple, compound, and complex sentences. - Uses precise general academic language appropriate to the task.	- Uses simple, compound, and complex sentences. - Uses general academic language.	- Attempts to use one or two compound or complex sentences but may be improperly used. - Uses a few general academic words.	- Does not use compound or complex sentences. - 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: 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. - Maintains focus on opinion/point of view. - Introduces topic or text clearly. - States opinion clearly. - Lists or organizes reasons into clear categories or paragraphs. - Provides a concluding statement or section that refers to opinion and adds insight. - Uses a variety of well-chosen linking words and phrases to connect opinion and reasons.	- Responds to all elements of prompt. - Maintains focus on opinion/point of view with occasional departures. - Introduces topic or text. - States an opinion. - Lists or organizes reasons. - Provides a concluding statement or section that refers to opinion. - Uses linking words and phrases to connect opinion and reasons.	- Responds to some elements of prompt. - Often departs from focus on opinion/point of view. - Attempts to introduce topic or text but does so in a general, incomplete, or inaccurate way. - States an unclear opinion. - Reasons are not clearly listed or organized. - Provides a brief concluding idea that does not clearly refer to opinion. - Inconsistently or incorrectly uses linking words and phrases to connect opinion and reasons.	- Does not respond to prompt; off-topic. - Lacks focus on opinion/point of view. - Does not introduce topic or text. - Does not state an opinion. - Reasons are not organized. - Does not provide a concluding statement or section. - 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. - Uses precise general academic language appropriate to the task.	- Uses simple, compound, and complex sentences. - Uses general academic language.	- Attempts to use one or two compound or complex sentences but may be improperly used. - Uses a few general academic words.	- Does not use compound or complex sentences. - 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. - Skillfully establishes a situation and introduces a narrator and/or characters. - Organizes a clear event sequence that unfolds naturally. - Provides complete closure. - Uses a variety of well-chosen temporal words and phrases to signal event order.	- Responds to all elements of prompt. - Establishes a situation and introduces a narrator and/or characters. - Organizes an event sequence that unfolds naturally. - Provides a sense of closure. - Uses temporal words and phrases to signal event order.	- Responds to some elements of prompt. - Partially or unclearly establishes a situation and introduces a narrator and/or characters. - Organizes an event sequence that may be occasionally confusing or have logical gaps. - Attempts to provide a sense of closure, but ending is unclear. - Inconsistently or incorrectly uses temporal words and phrases to signal event order.	- Does not respond to prompt; off-topic. - Does not establish a situation for the reader; narrator and/or characters are lacking or undefined. - Events unfold in a random or confusing manner so that reader cannot follow a sequence. - Does not provide a sense of closure. - 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. - Uses several precise or well-chosen adjectives and adverbs to describe things with greater specificity.	- Uses simple, compound, and complex sentences. - Uses several adjectives and adverbs to describe things.	- Attempts to use one or two compound or complex sentences but may be improperly used. - Uses one or two adjectives and adverbs to describe things.	- Does not use compound or complex sentences. - Uses limited vocabulary inappropriate to the content. - 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.

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. - Maintains focus throughout piece. - Introduces topic clearly and thoroughly. - Organizes related information effectively into paragraphs and sections. - Provides a strong conclusion that relates to and expands on the explanation. - Skillfully uses transitions to link ideas within categories.	- Responds to all elements of prompt. - Maintains focus throughout piece, with occasional departures. - Introduces topic clearly. - Organizes related information into paragraphs and sections. - Provides a conclusion that relates to the explanation. - Uses transitions to link ideas within categories.	- Responds to some elements of prompt. - Often departs from focus on topic. - Introduces topic in an incomplete or unclear way. - Ideas are somewhat organized but may be unrelated or lumped together. - Provides a conclusion that is incomplete or may not relate to the explanation. - Inconsistently or inappropriately uses transitions to link ideas.	- Does not respond to prompt; off-topic. - Piece lacks focus on topic. - Does not introduce topic. - Ideas are unrelated and disorganized. - Does not provide a conclusion. - 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. - Elaborates upon evidence thoroughly with accurate analysis.	- Develops topic with evidence from text(s) that is related to the topic. - Elaborates upon evidence with explanation or analysis.	- Develops topic with evidence from text(s). - Elaborates upon evidence vaguely or superficially.	- Does not use evidence from text(s). - Does not elaborate upon evidence.
Style	- Uses precise language and domain-specific vocabulary. - Writing shows exceptional awareness and skill in addressing audience's needs.	- Varies sentence patterns. - Uses domain-specific vocabulary. - Writing is appropriate to audience.	- Varies sentence patterns occasionally. - Uses general vocabulary with a few domain-specific words. - Writing is appropriate to audience.	- Sentence patterns are basic and repetitive. - Uses limited vocabulary inappropriate to the content. - 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. - Maintains focus on opinion/point of view throughout piece. - Introduces topic or text(s) clearly and thoroughly. - States opinion clearly. - Organizes related ideas to support opinion. - Provides a strong conclusion that relates to and expands on the opinion. - Skillfully uses transitions to link opinion and reasons.	- Responds to all elements of prompt. - Maintains focus on opinion/point of view throughout piece, with occasional departures. - Introduces topic or text(s) clearly. - States an opinion. - Organizes related ideas to support opinion. - Provides a conclusion that relates to the opinion. - Uses transitions to link opinion and reasons.	- Responds to some elements of prompt. - Often departs from focus on opinion/point of view. - Introduces topic or text(s) in an incomplete or unclear way. - States an unclear opinion. - Ideas are somewhat organized but may be unrelated or lumped together. - Provides a conclusion that is incomplete or may not relate to the opinion. - Inconsistently or inappropriately uses transitions to link opinion and reasons.	- Does not respond to prompt; off-topic. - Piece lacks focus on opinion/point of view. - Does not introduce topic or text(s). - Does not state an opinion. - Ideas are unrelated and disorganized. - Does not provide a conclusion. - 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). - Elaborates upon evidence thoroughly.	- Supports opinion with reasons that are supported by evidence from text(s). - Elaborates upon evidence.	- Provides reasons that may not clearly support opinion or are not well-supported by evidence from text(s). - Elaborates upon evidence vaguely or superficially.	- Does not support opinion with reasons or evidence from text(s). - Does not elaborate upon evidence.
Style	- Uses precise language and domain-specific vocabulary. - Writing shows exceptional awareness and skill in addressing audience's needs.	- Varies sentence patterns. - Uses domain-specific vocabulary. - Writing is appropriate to audience.	- Varies sentence patterns occasionally. - Uses general vocabulary with a few domain-specific words. - Writing is appropriate to audience.	- Sentence patterns are basic and repetitive. - Uses limited vocabulary inappropriate to the content. - 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: 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. - Orients the reader skillfully by establishing a situation and introducing a narrator and/or characters. - Organizes a clear event sequence that unfolds naturally. - Provides a conclusion that follows from and brings resolution to the narration. - Skillfully uses a variety of transitions to manage sequence of events.	- Responds to all elements of prompt. - Orients the reader by establishing a situation and introducing a narrator and/or characters. - Organizes an event sequence that unfolds naturally. - Provides a conclusion that follows from the narrated experiences or events. - Uses a variety of transitions to manage sequence of events.	- Responds to some elements of prompt. - Partially orients the reader by establishing a situation and introducing a narrator and/or characters in an unclear way. - Organizes an event sequence that may be occasionally confusing or have logical gaps. - Provides a conclusion that is incomplete or does not follow from the narrated experiences or events. - Inconsistently or inappropriately uses transitions to manage sequence of events.	- Does not respond to prompt; off-topic. - Does not establish a situation for the reader; narrator and/or characters are lacking or undefined. - Events unfold in a random or confusing manner so that reader cannot follow a sequence. - Does not provide a conclusion. - Does not use transitions to sequence events.
Development	- Uses dialogue and description to effectively and thoroughly develop events and characters. - Uses sensory details to convey events precisely and vividly.	- Uses dialogue and description to effectively develop events and characters. - Uses sensory details to convey events precisely.	- Uses occasional or brief dialogue and description to develop events and characters. - Uses some sensory details to convey events.	- Does not use dialogue or description to develop events and characters. - Includes few or no sensory details.
Style	- Uses concrete words and phrases to convey events precisely and vividly - Writing shows exceptional awareness and skill in addressing audience's needs	- Varies sentence patterns - Uses concrete words and phrases to convey events precisely - Writing is appropriate to audience	- Varies sentence patterns occasionally - Uses some concrete words and phrases to convey events - Writing is somewhat appropriate to audience	- Sentence patterns are basic and repetitive. - Includes few or no concrete words and phrases. - 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 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. - Provides a focus for topic and maintains focus throughout piece. - Introduces topic clearly and thoroughly. - Organizes related information logically and effectively into paragraphs and sections. - Provides a strong conclusion that relates to and expands on the explanation. - Skillfully uses transitions to link ideas within and across categories.	- Responds to all elements of prompt. - Provides a focus for topic and maintains focus throughout piece, with occasional departures. - Introduces topic clearly. - Organizes related information into paragraphs and sections. - Provides a conclusion that relates to the explanation. - Uses transitions to link ideas within categories.	- Responds to some elements of prompt. - Often departs from focus on topic. - Introduces topic in an incomplete or unclear way. - Ideas are somewhat organized but may be unrelated or lumped together. - Provides a conclusion that is incomplete or may not relate to the explanation. - Inconsistently or inappropriately uses transitions to link ideas.	- Does not respond to prompt; off-topic. - Piece lacks focus on topic. - Does not introduce topic. - Ideas are unrelated and disorganized. - Does not provide a conclusion. - 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. - Elaborates upon evidence thoroughly with accurate analysis.	- Develops topic with evidence from text(s) that is related to the topic. - Elaborates upon evidence with explanation or analysis.	- Develops topic with evidence from text(s). - Elaborates upon evidence vaguely or superficially.	- Does not use evidence from text(s). - Does not elaborate upon evidence.
Style	- Varies sentence patterns for clarity, interest, style. - Uses precise language and domain-specific vocabulary. - Writing shows exceptional awareness and skill in addressing audience's needs.	- Varies sentence patterns. - Uses domain-specific vocabulary. - Writing is appropriate to audience.	- Varies sentence patterns occasionally - Uses general vocabulary with a few domain-specific words - Writing is appropriate to audience	- Sentence patterns are basic and repetitive - Uses limited vocabulary inappropriate to the content - 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 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. - Maintains focus on opinion/point of view throughout piece. - Introduces topic or text(s) clearly and thoroughly. - States opinion clearly. - Organizes related ideas logically to support opinion. - Provides a strong conclusion that relates to and expands on the opinion. - Skillfully uses transitions to link opinion and reasons.	- Responds to all elements of prompt. - Maintains focus on opinion/point of view throughout piece, with occasional departures. - Introduces topic or text(s) clearly. - States an opinion. - Organizes related ideas to support opinion. - Provides a conclusion that relates to the opinion. - Uses transitions to link opinion and reasons.	- Responds to some elements of prompt. - Often departs from focus on opinion/point of view. - Introduces topic or text(s) in an incomplete or unclear way. - States an unclear opinion. - Ideas are somewhat organized but may be unrelated or lumped together. - Provides a conclusion that is incomplete or may not relate to the opinion. - Inconsistently or inappropriately uses transitions to link opinion and reasons.	- Does not respond to prompt; off-topic. - Piece lacks focus on opinion/point of view. - Does not introduce topic or text(s). - Does not state an opinion. - Ideas are unrelated and disorganized. - Does not provide a conclusion. - 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). - Elaborates upon evidence thoroughly.	- Supports opinion with reasons that are supported by evidence from text(s). - Elaborates upon evidence.	- Provides reasons that may not clearly support opinion or are not well-supported by evidence from text(s). - Elaborates upon evidence vaguely or superficially.	- Does not support opinion with reasons or evidence from text(s). - Does not elaborate upon evidence.
Style	- Varies sentence patterns for clarity, interest, style. - Uses precise language and domain-specific vocabulary. - Writing shows exceptional awareness and skill in addressing audience's needs.	- Varies sentence patterns. - Uses domain-specific vocabulary. - Writing is appropriate to audience.	- Varies sentence patterns occasionally. - Uses general vocabulary with a few domain-specific words. - Writing is appropriate to audience.	- Sentence patterns are basic and repetitive. - Uses limited vocabulary inappropriate to the content. - 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 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. - Orients the reader skillfully by establishing a situation and introducing a narrator and/or characters. - Organizes a clear event sequence that unfolds naturally. - Provides a conclusion that follows from and brings resolution to the narration. - Skillfully uses a variety of transitions to manage sequence of events.	- Responds to all elements of prompt. - Orients the reader by establishing a situation and introducing a narrator and/or characters. - Organizes an event sequence that unfolds naturally. - Provides a conclusion that follows from the narrated experiences or events. - Uses a variety of transitions to manage sequence of events.	- Responds to some elements of prompt. - Partially orients the reader by establishing a situation and introducing a narrator and/or characters in an unclear way. - Organizes an event sequence that may be occasionally confusing or have logical gaps. - Provides a conclusion that is incomplete or does not follow from the narrated experiences or events. - Inconsistently or inappropriately uses transitions to manage sequence of events.	- Does not respond to prompt; off-topic. - Does not establish a situation for the reader; narrator and/or characters are lacking or undefined. - Events unfold in a random or confusing manner so that reader cannot follow a sequence. - Does not provide a conclusion. - Does not use transitions to sequence events.
Development	- Uses dialogue, description, and pacing to effectively and thoroughly develop events and characters. - Uses sensory details to convey events precisely and vividly.	- Uses dialogue and description to effectively develop events and characters. - Uses sensory details to convey events precisely.	- Uses occasional or brief dialogue and description to develop events and characters. - Uses some sensory details to convey events.	- Does not use dialogue or description to develop events and characters. - Includes few or no sensory details.
Style	- Varies sentence patterns for clarity, interest, style. - Uses concrete words and phrases to convey events precisely and vividly. - Writing shows exceptional awareness and skill in addressing audience's needs.	- Varies sentence patterns. - Uses concrete words and phrases to convey events precisely. - Writing is appropriate to audience.	- Varies sentence patterns occasionally. - Uses some concrete words and phrases to convey events. - Writing is somewhat appropriate to audience.	- Sentence patterns are basic and repetitive. - Includes few or no concrete words and phrases. - 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 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. - Maintains focus on topic throughout piece. - Introduces topic. - Organizes ideas clearly and effectively. - Provides a strong conclusion that follows from and expands on the focus. - Uses appropriate transitions to clarify relationships.	- Responds to all elements of prompt. - Maintains focus on topic throughout piece, with occasional minor departures. - Introduces topic. - Organizes ideas clearly and effectively. - Provides a conclusion that follows from the focus. - Uses appropriate transitions to clarify relationships.	- Responds to some elements of prompt. - Often departs from focus on topic. - Introduces topic in an incomplete or unclear way. - Organizes ideas inconsistently. - Provides a conclusion that is incomplete or may not follow from the focus. - Inconsistently uses transitions to connect ideas.	- Does not respond to prompt; off-topic. - Piece lacks focus on topic. - Does not introduce topic. - Ideas are disorganized. - Does not provide a conclusion. - Does not use transitions to connect ideas.
Development	- Develops topic with relevant, sufficient evidence from text(s). - Elaborates upon evidence thoroughly with accurate, insightful analysis.	- Develops topic with sufficient, relevant evidence from text(s) - Elaborates upon evidence with accurate analysis	- Develops topic with insufficient relevant evidence from text(s) - Elaborates upon evidence vaguely or superficially	- Does not use relevant evidence from text(s) - Does not elaborate upon evidence
Style	- Varies sentence patterns for clarity, interest, emphasis, and style. - Uses precise language and domain-specific vocabulary. - Consistently expresses ideas precisely. - Establishes and maintains a consistent, formal, and engaging style. - Writing shows exceptional awareness and skill in addressing audience's needs.	- Varies sentence patterns for clarity and interest. - Uses domain-specific vocabulary. - Mostly expresses ideas precisely. - Establishes a formal style, with occasional minor lapses. - Writing is appropriate to audience.	- Varies sentence patterns occasionally for clarity or interest. - Uses general vocabulary with a few domain-specific words. - Language is occasionally precise and may be unnecessarily wordy. - Attempts to use a formal style but with many lapses. - Writing is somewhat appropriate to audience.	- Sentence patterns are basic and repetitive. - Uses limited vocabulary inappropriate to the content. - Language is imprecise and lacks concision, often wordy or redundant. - Uses an inappropriately informal style. - 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 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. - Maintains focus by arguing in support of claim throughout piece. - Introduces claim clearly and thoroughly. - Organizes reasons and evidence clearly. - Provides a strong conclusion that follows from and expands on the focus. - Uses appropriate transitions to clarify relationships.	- Responds to all elements of prompt. - Maintains focus by arguing in support of claim throughout piece, with occasional minor departures. - Introduces claim clearly. - Organizes reasons and evidence clearly. - Provides a conclusion that follows from the focus. - Uses appropriate transitions to clarify relationships.	- Responds to some elements of prompt. - Often departs from focus on claim; may at times argue in support of alternate/opposing claims. - Introduces claim in an incomplete or unclear way. - Organizes reasons and evidence inconsistently. - Provides a conclusion that is incomplete or may not follow from the focus. - Inconsistently uses transitions to connect ideas.	- Does not respond to prompt; off-topic. - Piece lacks focus on claim or argues in support of alternate/opposing claims. - Does not introduce claim. - Reasons and evidence are disorganized. - Does not provide a conclusion. - Does not use transitions to connect ideas.
Development	- Supports claim with clear reasons and well-chosen, relevant, and accurate evidence from text(s). - Elaborates upon evidence thoroughly and insightfully.	- Supports claim with clear reasons and relevant, accurate evidence from text(s). - Elaborates upon evidence.	- Supports claim with unclear reasons and evidence from text(s) that is occasionally irrelevant or inaccurate. - Elaborates upon evidence vaguely or superficially.	- Does not support claim with reasons; lacks relevant, accurate evidence from text(s). - Does not elaborate upon evidence.
Style	- Varies sentence patterns for clarity, emphasis, interest, and style. - Uses precise language and domain-specific vocabulary. - Consistently expresses ideas precisely. - Establishes and maintains a consistent, formal, and engaging style. - Writing shows exceptional awareness and skill in addressing audiences' needs.	- Varies sentence patterns for clarity and interest. - Uses domain-specific vocabulary. - Mostly expresses ideas precisely. - Establishes a formal style, with occasional minor lapses. - Writing is appropriate to audience.	- Varies sentence patterns occasionally for clarity or interest. - Uses general vocabulary with a few domain-specific words. - Language is occasionally precise and may be unnecessarily wordy. - Attempts to use a formal style but with many lapses. - Writing is somewhat appropriate to audience.	- Sentence patterns are basic and repetitive. - Uses limited vocabulary inappropriate to the content. - Language is imprecise and lacks concision, often wordy or redundant. - Uses an inappropriately informal style. - 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 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. - Engages and orients the reader by establishing a context and introducing a narrator and/or characters. - Organizes a well-structured event sequence that unfolds naturally and logically. - Provides a strong conclusion that follows from the narrated events. - Skillfully uses a variety of transitions to convey sequence, signal shifts in chronology and setting.	- Responds to all elements of prompt. - Engages and orients the reader by establishing a context and introducing a narrator and/or characters. - Organizes an event sequence that unfolds naturally and logically. - Provides a conclusion that follows from the narrated events. - Uses a variety of transitions to convey sequence and signal shifts in chronology and setting.	- Responds to some elements of prompt. - Orients the reader by partially establishing a context and briefly or unclearly introducing a narrator and/or characters. - Organizes an event sequence that may be occasionally confusing or have logical gaps. - Provides a conclusion that is incomplete or may not follow from the narrated events. - Inconsistently uses transitions to convey sequence; shifts in chronology and setting may be confusing.	- Does not respond to prompt; off-topic. - Does not establish a context for the reader; narrator and/or characters are lacking or undefined. - Events unfold in a random or confusing manner so that reader cannot follow a sequence. - Does not provide a conclusion. - 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. - 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. - Uses relevant descriptive details and sensory language to convey events.	- Uses a few narrative techniques to develop events and characters. - Uses some descriptive details or sensory language to convey events.	- Does not use narrative techniques to develop events and characters. - Includes few or no descriptive details and sensory language.
Style	- Varies sentence patterns for clarity, interest, emphasis, and style. - Uses precise words and phrases to vividly convey events. - Writing shows exceptional awareness and skill in addressing audiences' needs.	- Varies sentence patterns for clarity and interest. - Uses precise words and phrases to convey events. - Writing is appropriate to audience.	- Varies sentence patterns occasionally for clarity or interest. - Uses some precise words and phrases to convey events. - Writing is somewhat appropriate to audience.	- Sentence patterns are basic and repetitive. - Includes few or no precise words and phrases. - 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: 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. - Maintains focus on topic throughout piece. - Introduces topic clearly and thoroughly, previewing what is to follow. - Organizes ideas clearly and effectively. - Provides a strong conclusion that follows from, supports, and expands on the focus. - Uses appropriate transitions to create cohesion and clarify relationships.	- Responds to all elements of prompt. - Maintains focus on topic throughout piece, with occasional minor departures. - Introduces topic clearly, previewing what is to follow. - Organizes ideas clearly and effectively. - Provides a conclusion that follows from and supports the focus. - Uses appropriate transitions to create cohesion and clarify relationships.	- Responds to some elements of prompt. - Often departs from focus on topic. - Introduces topic in an incomplete or unclear way. - Organizes ideas inconsistently. - Provides a conclusion that is incomplete or may not follow from the focus. - Inconsistently uses transitions to connect ideas.	- Does not respond to prompt; off-topic. - Piece lacks focus on topic. - Does not introduce topic. - Ideas are disorganized. - Does not provide a conclusion. - Does not use transitions to connect ideas.
Development	- Develops topic with relevant and sufficient evidence from texts(s). - Elaborates upon evidence thoroughly with accurate, insightful analysis.	- Develops topic with sufficient, relevant evidence from text(s). - Elaborates upon evidence with accurate analysis.	- Develops topic with insufficient relevant evidence from texts(s) - Elaborates upon evidence vaguely or superficially	- Does not use relevant evidence from text(s) - Does not elaborate upon evidence
Style	- Varies sentence patterns for clarity, interest, emphasis, and style. - Uses precise language and domain-specific vocabulary. - Consistently expresses ideas precisely and concisely. - Establishes and maintains a consistent, formal, and engaging style. - Writing shows exceptional awareness and skill in addressing audiences' needs.	- Varies sentence patterns for clarity and interest. - Uses domain-specific vocabulary. - Mostly expresses ideas precisely and concisely. - Establishes a formal style, with occasional minor lapses. - Writing is appropriate to audience.	- Varies sentence patterns occasionally for clarity or interest. - Uses general vocabulary with a few domain-specific words. - Language is occasionally precise and may be unnecessarily wordy. - Attempts to use a formal style but with many lapses. - Writing is somewhat appropriate to audience.	- Sentence patterns are basic and repetitive. - Uses limited vocabulary inappropriate to the content. - Language is imprecise and lacks concision, often wordy or redundant. - Uses an inappropriately informal style. - 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: 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. - Maintains focus by arguing in support of claim throughout piece. - Introduces claim clearly and thoroughly, acknowledging counterclaim(s). - Organizes reasons and evidence clearly and logically. - Provides a strong conclusion that follows from, supports, and expands on the focus. - Uses appropriate transitions to create cohesion and clarify relationships.	- Responds to all elements of prompt. - Maintains focus by arguing in support of claim throughout piece, with occasional minor departures. - Introduces claim clearly, acknowledging counterclaim(s) - Organizes reasons and evidence clearly and mostly logically. - Provides a conclusion that follows from and supports the focus. - Uses appropriate transitions to create cohesion and clarify relationships.	- Responds to some elements of prompt. - Often departs from focus on claim; may at times argue in support of alternate/opposing claims. - Introduces claim in an incomplete or unclear way. - Organizes reasons and evidence inconsistently. - Provides a conclusion that is incomplete or may not follow from the focus. - Inconsistently uses transitions to connect ideas.	- Does not respond to prompt; off-topic. - Piece lacks focus on claim or argues in support of alternate/opposing claims. - Does not introduce claim. - Reasons and evidence are disorganized. - Does not provide a conclusion. - Does not use transitions to connect ideas.
Development	- Supports claim with clear, logical reasons and well-chosen, relevant, and accurate evidence from text(s). - Elaborates upon evidence thoroughly and insightfully.	- Supports claim with clear, logical reasons and relevant, accurate evidence from text(s). - Elaborates upon evidence.	- Supports claim with unclear reasons and evidence from text(s) that is occasionally irrelevant or inaccurate. - Elaborates upon evidence vaguely or superficially.	- Does not support claim with reasons; lacks relevant, accurate evidence from text(s). - Does not elaborate upon evidence.
Style	- Varies sentence patterns for clarity, emphasis, interest, and style. - Uses precise language and domain-specific vocabulary. - Consistently expresses ideas precisely and concisely. - Establishes and maintains a consistent, formal, and engaging style. - Writing shows exceptional awareness and skill in addressing audience's needs.	- Varies sentence patterns for clarity and interest. - Uses domain-specific vocabulary. - Mostly expresses ideas precisely and concisely. - Establishes a formal style, with occasional minor lapses. - Writing is appropriate to audience.	- Varies sentence patterns occasionally for clarity or interest. - Uses general vocabulary with a few domain-specific words. - Language is occasionally precise and may be unnecessarily wordy. - Attempts to use a formal style but with many lapses. - Writing is somewhat appropriate to audience.	- Sentence patterns are basic and repetitive. - Uses limited vocabulary inappropriate to the content. - Language is imprecise and lacks concision, often wordy or redundant. - Uses an inappropriately informal style. - 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. - Engages and orients the reader by establishing a context and consistently controlled point of view and introducing a narrator and/or characters. - Organizes a well-structured event sequence that unfolds naturally and logically. - Provides a strong conclusion that follows from and reflects on the narrated events. - Skillfully uses a variety of transitions to convey sequence and signal shifts in chronology and setting.	- Responds to all elements of prompt. - Engages and orients the reader by establishing a context and point of view and introducing a narrator and/or characters. - Organizes an event sequence that unfolds naturally and logically. - Provides a conclusion that follows from the narrated events. - Uses a variety of transitions to convey sequence and signal shifts in chronology and setting.	- Responds to some elements of prompt. - Orients the reader by partially establishing a context and briefly or unclearly introducing a narrator and/or characters. - Organizes an event sequence that may be occasionally confusing or have logical gaps. - Provides a conclusion that is incomplete or may not follow from the narrated events. - Inconsistently uses transitions to convey sequence; shifts in chronology and setting may be confusing.	- Does not respond to prompt; off-topic. - Does not establish a context for the reader; narrator and/or characters are lacking or undefined. - Events unfold in a random or confusing manner so that reader cannot follow a sequence. - Does not provide a conclusion. - 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. - 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. - Uses relevant descriptive details and sensory language to convey events.	- Uses a few narrative techniques to develop events and characters. - Uses some descriptive details or sensory language to convey events.	- Does not use narrative techniques to develop events and characters - Includes few or no descriptive details and sensory language.
Style	- Varies sentence patterns for clarity, interest, emphasis, and style. - Uses precise words and phrases to vividly convey events. - Writing shows exceptional awareness and skill in addressing audience's needs.	- Varies sentence patterns for clarity and interest. - Uses precise words and phrases to convey events. - Writing is appropriate to audience.	- Varies sentence patterns occasionally for clarity or interest. - Uses some precise words and phrases to convey events. - Writing is somewhat appropriate to audience.	- Sentence patterns are basic and repetitive. - Includes few or no precise words and phrases. - 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: 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. - Maintains focus on topic throughout piece. - Introduces topic clearly and thoroughly, previewing what is to follow. - Organizes ideas clearly and effectively into broader categories. - Provides a strong conclusion that follows from, supports, and expands on the focus. - Uses appropriate and varied transitions to create cohesion and clarify relationships.	- Responds to all elements of prompt. - Maintains focus on topic throughout piece with occasional minor departures. - Introduces topic clearly, previewing what is to follow. - Organizes ideas clearly and effectively. - Provides a conclusion that follows from and supports the focus. - Uses appropriate transitions to create cohesion and clarify relationships.	- Responds to some elements of prompt. - Often departs from focus on topic. - Introduces topic in an incomplete or unclear way. - Organizes ideas inconsistently. - Provides a conclusion that is incomplete or may not follow from the focus. - Inconsistently uses transitions to connect ideas.	- Does not respond to prompt; off-topic. - Piece lacks focus on topic. - Does not introduce topic. - Ideas are disorganized. - Does not provide a conclusion. - Does not use transitions to connect ideas.
Development	- Develops topic with relevant, sufficient, well-chosen evidence from text(s). - Elaborates upon evidence thoroughly with accurate, insightful analysis.	- Develops topic with sufficient, relevant evidence from text(s). - Elaborates upon evidence with accurate analysis.	- Does not use relevant evidence from text(s) - Does not elaborate upon evidence	- Does not use relevant evidence from text(s) - Does not elaborate upon evidence
Style	- Varies sentence patterns for clarity, interest, emphasis, and style. - Uses precise language and domain-specific vocabulary. - Consistently expresses ideas precisely and concisely. - Establishes and maintains a consistent, formal, and engaging style. - Writing shows exceptional awareness and skill in addressing audiences' needs.	- Varies sentence patterns for clarity and interest. - Uses domain-specific vocabulary. - Mostly expresses ideas precisely and concisely. - Establishes a formal style, with occasional minor lapses. - Writing is appropriate to audience.	- Varies sentence patterns occasionally for clarity or interest. - Uses general vocabulary with a few domain-specific words. - Language is occasionally precise and may be unnecessarily wordy. - Attempts to use a formal style but with many lapses. - Writing is somewhat appropriate to audience.	- Sentence patterns are basic and repetitive. - Uses limited vocabulary inappropriate to the content. - Language is imprecise and lacks concision, often wordy or redundant. - Uses an inappropriately informal style. - 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. - Maintains focus by arguing in support of claim throughout piece. - Introduces claim clearly and thoroughly, acknowledging and distinguishing counterclaim(s). - Organizes reasons and evidence clearly and logically. - Provides a strong conclusion that follows from, supports, and expands on the focus. - Uses appropriate and varied transitions to create cohesion and clarify relationships.	- Responds to all elements of prompt. - Maintains focus by arguing in support of claim throughout piece with occasional minor departures. - Introduces claim clearly, acknowledging counterclaim(s). - Organizes reasons and evidence clearly and mostly logically. - Provides a conclusion that follows from and supports the focus. - Uses appropriate transitions to create cohesion and clarify relationships.	- Responds to some elements of prompt. - Often departs from focus on claim; may at times argue in support of alternate/opposing claims. - Introduces claim in an incomplete or unclear way. - Organizes reasons and evidence inconsistently. - Provides a conclusion that is incomplete or may not follow from the focus. - Inconsistently uses transitions to connect ideas.	- Does not respond to prompt; off-topic. - Piece lacks focus on claim or argues in support of alternate/opposing claims. - Does not introduce claim. - Reasons and evidence are disorganized. - Does not provide a conclusion. - Does not use transitions to connect ideas.
Development	- Supports claim with clear, logical reasons and well-chosen, relevant, and accurate evidence from text(s). - Elaborates upon evidence thoroughly and insightfully.	- Supports claim with clear, logical reasons and relevant, accurate evidence from text(s). - Elaborates upon evidence.	- Supports claim with unclear reasons and evidence from text(s) that is occasionally irrelevant or inaccurate. - Elaborates upon evidence vaguely or superficially.	- Does not support claim with reasons; lacks relevant, accurate evidence from text(s). - Does not elaborate upon evidence.
Style	- Varies sentence patterns for clarity, emphasis, interest, and style. - Uses precise language and domain-specific vocabulary. - Consistently expresses ideas precisely and concisely. - Establishes and maintains a consistent, formal, and engaging style. - Writing shows exceptional awareness and skill in addressing audiences' needs.	- Varies sentence patterns for clarity and interest. - Uses domain-specific vocabulary. - Mostly expresses ideas precisely and concisely. - Establishes a formal style, with occasional minor lapses. - Writing is appropriate to audience.	- Varies sentence patterns occasionally for clarity or interest. - Uses general vocabulary with a few domain-specific words. - Language is occasionally precise and may be unnecessarily wordy. - Attempts to use a formal style but with many lapses. - Writing is somewhat appropriate to audience.	- Sentence patterns are basic and repetitive. - Uses limited vocabulary inappropriate to the content. - Language is imprecise and lacks concision, often wordy or redundant. - Uses an inappropriately informal style. - 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 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. - Engages and orients the reader by establishing a context and consistently controlled point of view and introducing a narrator and/or characters. - Organizes a well-structured event sequence that unfolds naturally and logically. - Provides a strong conclusion that follows from and reflects on the narrated events. - 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. - Engages and orients the reader by establishing a context and point of view and introducing a narrator and/or characters. - Organizes an event sequence that unfolds naturally and logically. - Provides a conclusion that follows from the narrated events. - Uses a variety of transitions to convey sequence and signal shifts in chronology and setting.	- Responds to some elements of prompt. - Orients the reader by partially establishing a context and briefly or unclearly introducing a narrator and/or characters. - Organizes an event sequence that may be occasionally confusing or have logical gaps. - Provides a conclusion that is incomplete or may not follow from the narrated events. - Inconsistently uses transitions to convey sequence; shifts in chronology and setting may be confusing.	- Does not respond to prompt; off-topic. - Does not establish a context for the reader; narrator and/or characters are lacking or undefined. - Events unfold in a random or confusing manner so that reader cannot follow a sequence. - Does not provide a conclusion. - 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. - 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. - Uses relevant descriptive details and sensory language to convey events.	- Uses a few narrative techniques to develop events and characters. - Uses some descriptive details or sensory language to convey events.	- Does not use narrative techniques to develop events and characters. - Includes few or no descriptive details and sensory language.
Style	- Varies sentence patterns for clarity, interest, emphasis, and style. - Uses precise words and phrases to vividly convey events. - Writing shows exceptional awareness and skill in addressing audiences' needs.	- Varies sentence patterns for clarity and interest. - Uses precise words and phrases to convey events. - Writing is appropriate to audience.	- Varies sentence patterns occasionally for clarity or interest. - Uses some precise words and phrases to convey events. - Writing is somewhat appropriate to audience.	- Sentence patterns are basic and repetitive. - Includes few or no precise words and phrases. - 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. - Answers clarifying questions.	- Asks clarifying questions. - Answers clarifying questions.	- Asks questions sometimes. - Answers questions sometimes.	- Does not ask questions. - Does not answer questions.
Development	- Describes familiar people, places, things, and events in detail. - Provides examples when speaking.	- Describes familiar people, places, things, and events. - Provides examples when requested.	- Names familiar people, places, things, and events. - Says more when requested.	- Does not yet talk about familiar people, places, things, and events. - 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. - Follows all agreed-upon rules for conversations.	- Speaks in conversations through multiple exchanges. - Follows most agreed-upon rules for conversations.	- Speaks in conversations. - Follows some agreed-upon rules for conversations.	- Does not speak in conversations. - Follows few, if any, agreed-upon rules for conversations.
Listening	- Eye contact and body language demonstrate attention. - Can repeat back what is heard in sequence from memory.	- Tracks speakers with eyes. - Can repeat back what is heard.	- Sometimes tracks speakers. - Can recognize what is heard.	- Rarely, if ever, tracks speakers. - Doesn't remember what is heard.

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. - Answers clarifying and probing questions about key details. - Requests elaboration to further understanding.	- Asks questions about key details. - Answers questions about key details. - Requests more information to clear up confusion.	- Asks questions. - Answers questions. - Sometimes requests more information.	- Does not ask questions. - Does not answer questions. - Does not request more information.
Development	- Richly describes familiar people, places, things, and events using many relevant details. - Provides examples when speaking.	- Describes familiar people, places, things, and events using relevant details. - Provides examples when requested.	- Describes familiar people, places, things, and events with some details. - Says more when requested.	- Does not yet describe familiar people, places, things, and events using details. - Does not respond to requests.
Style	- Uses drawings to strengthen spoken descriptions. - Expresses ideas and feelings with clarity and expression.	- Uses drawings to add detail to spoken descriptions. - Expresses ideas and feelings clearly.	- Uses drawings when speaking. - Expresses ideas and feelings.	- Does not use drawings. - Does not express ideas and feelings.
Conventions	- Expresses clearly with effective volume. - Speaks in complete and complex sentences.	- Speaks audibly and clearly. - Speaks in complete sentences.	- Speaks audibly or clearly. - Sometimes speaks in complete sentences.	- Does not yet speak audibly and clearly. - Does not yet speak in complete sentences.
Process	- Alternates speaking and listening in conversations through multiple exchanges. - Follows all agreed-upon rules for conversations. - Responds directly to what others say.	- Speaks in conversations through multiple exchanges. - Follows most agreed-upon rules for conversations. - Responds to what others say.	- Speaks in conversations. - Follows some agreed-upon rules for conversations. - Sometimes responds to what others say.	- Does not speak in conversations. - Follows few, if any, agreed-upon rules for conversations. - Rarely, if ever, responds to what others say.
Listening	- Eye contact and body language demonstrate interest. - Can repeat back what is heard in sequence from memory.	- Eye contact and body language demonstrate attention. - Can repeat back what is heard in sequence.	- Tracks speakers. - Can repeat back what is heard.	- Sometimes tracks speakers. - Doesn't remember what is heard.

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. - Answers clarifying and probing questions about key details. - Requests elaboration to further understanding. - Speaks on topic and prompts others to do the same.	- Asks questions about key details. - Answers questions about key details. - Requests more information to clear up confusion. - Speaks on topic.	- Asks questions. - Answers questions. - Sometimes requests more information. - Speaks about related ideas.	- Does not ask questions. - Does not answer questions. - Does not request more information. - Speaks off topic.
Development	- Reports thoroughly on topics and texts using relevant and descriptive details. - Recounts stories and experiences with appropriate facts and relevant details. - Anticipates and provides clarification when speaking.	- Reports on topics and texts using relevant and descriptive details. - Recounts stories and experiences with appropriate facts and relevant details. - Provides clarification when requested.	- Reports on topics and texts using details. - Recounts stories and experiences with some facts and details. - Says more when requested.	- Does not yet report on topics and texts using details. - Does not recount stories and experiences. - Does not respond to requests.
Style	- Uses drawings to strengthen spoken descriptions. - Expresses ideas and feelings with clarity and expression. - Varies inflection to express meaning and engage audience.	- Uses drawings to add detail to spoken descriptions. - Expresses ideas and feelings clearly. - Varies inflection to express meaning.	- Uses drawings when speaking. - Expresses ideas and feelings. - Use inflection to indicate questions or statements.	- Does not use drawings. - Does not express ideas and feelings. - Does not yet use inflection.
Conventions	- Expresses clearly with effective volume. - Speaks in coherent and complex sentences.	- Speaks audibly and clearly. - Speaks in coherent sentences.	- Speaks audibly or clearly. - Speaks in complete sentences.	- Does not yet speak audibly and clearly. - Does not yet consistently speak in complete sentences.
Process	- Alternates speaking and listening in conversations through multiple exchanges. - Follows all agreed-upon rules for conversations. - Links comments to comments of others effectively. - Uses kind words and tone.	- Speaks in conversations through multiple exchanges. - Follows most agreed-upon rules for conversations. - Links comments to comments of others. - Uses kind words.	- Speaks in conversations. - Follows some agreed-upon rules for conversations. - Sometimes links comments to comments of others. - Sometimes uses kind words.	- Does not yet speak in conversations. - Follows few, if any, agreed-upon rules for conversations. - Rarely, if ever, links comments to comments of others. - Does not yet use kind words.
Listening	- Eye contact and body language demonstrate interest. - Can repeat back what is heard in sequence from memory. - Listens actively and cues the speaker with gestures and facial expressions.	- Eye contact and body language demonstrate attention. - Can repeat back what is heard in sequence. - Cues the speaker with gestures and/or facial expressions.	- Tracks speakers. - Can repeat back what is heard. - Sometimes gives the speaker cues.	- Sometimes tracks speakers. - Doesn't yet remember what is heard. - Does not yet cue the speaker.

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. - Answers clarifying and probing questions about main ideas and key details. - Requests elaboration to further understanding. - Speaks on topic and prompts others to do the same.	- Asks questions about main ideas and key details. - Answers questions about main ideas and key details. - Requests more information to clear up confusion. - Speaks on topic.	- Asks questions about key details. - Answers questions about key details. - Sometimes requests more information. - Speaks about related ideas.	- Does not yet ask questions about key details. - Does not yet answer questions about key details. - Does not request more information. - Speaks off topic.
Development	- Reports thoroughly on topics and texts using relevant and descriptive details. - Recounts stories and experiences with appropriate facts and relevant details. - Anticipates and provides clarification when speaking. - Prepares thoroughly in advance for discussions and draws extensively on that preparation.	- Reports on topics and texts using relevant and descriptive details. - Recounts stories and experiences with appropriate facts and relevant details. - Provides clarification when requested. - Prepares in advance for discussions.	- Reports on topics and texts using details. - Recounts stories and experiences with some facts and details. - Says more when requested. - Reads text for discussions.	- Does not yet report on topics and texts using details. - Does not recount stories and experiences. - Does not respond to requests. - Does not prepare for discussions.
Style	- Uses drawings to strengthen spoken descriptions. - Expresses ideas and feelings with clarity and expression. - Varies inflection to express meaning and engage audience.	- Uses drawings to add detail to spoken descriptions. - Expresses ideas and feelings clearly. - Varies inflection to express meaning.	- Uses drawings when speaking. - Expresses ideas and feelings. - Use inflection to indicate questions or statements.	- Does not use drawings. - Does not express ideas and feelings. - Does not yet use inflection.

Conventions	▪ Expresses clearly with effective volume. ▪ Speaks in coherent and complex sentences. ▪ Paces speech dynamically for meaning.	▪ Speaks audibly and clearly. ▪ Speaks in coherent sentences. ▪ Speaks at an understandable pace.	▪ Speaks audibly or clearly. ▪ Speaks in complete sentences. ▪ Sometimes speaks at an understandable pace.	▪ Does not yet speak audibly or clearly. ▪ Does not yet speak in complete sentences. ▪ Speaks too fast or too slow.
Process	▪ Alternates speaking and listening in conversations through multiple exchanges. ▪ Follows all agreed-upon rules for conversations. ▪ Links comments to comments of others effectively. ▪ Agrees and disagrees respectfully and strategically. ▪ Contributions indicate curiosity. ▪ Creates expressive and engaging audio recordings of fluently read stories or poems.*	▪ Speaks in conversations through multiple exchanges. ▪ Follows most agreed-upon rules for conversations. ▪ Links comments to comments of others. ▪ Agrees and disagrees respectfully. ▪ Contributions indicate engagement. ▪ Creates engaging audio recordings of fluently read stories or poems.*	▪ Speaks in conversations. ▪ Follows some agreed-upon rules for conversations. ▪ Sometimes links comments to comments of others. ▪ Indicates agreement and/or disagreement. ▪ Contributions indicate compliance. ▪ Creates audio recordings of stories or poems.*	▪ Does not yet speak in conversations. ▪ Follows few, if any, agreed-upon rules for conversations. ▪ Rarely, if ever, links comments to comments of others. ▪ Does not yet indicate agreement or disagreement. ▪ Contributions do not yet indicate compliance. ▪ Does not yet create audio recordings of stories or poems.*
Listening	▪ Facial expressions and body language demonstrate curiosity. ▪ Can repeat back what is heard in sequence from memory. ▪ Listens actively and cues the speaker with gestures and facial expressions.	▪ Eye contact and body language demonstrate attention. ▪ Can repeat back what is heard in sequence. ▪ Cues the speaker with gestures and/or facial expressions.	▪ Tracks speakers. ▪ Can repeat back what is heard. ▪ Sometimes gives the speaker cues.	▪ Sometimes track speakers. ▪ Does not yet repeat back what is heard. ▪ Does not yet give the speaker cues.

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. - Responds to clarifying and probing questions about main ideas and key details. - Requests elaboration to further understanding. - Organizes relevant and related information to strong effect.	- Poses clarifying questions about main ideas and key details - Responds to clarifying questions about main ideas and key details. - Requests more information to clear up confusion. - Organizes relevant and related information.	- Poses questions about key details. - Responds to questions about key details. - Sometimes requests more information. - Sometimes connects information.	- Does not yet pose questions about key details. - Does not yet respond to questions about key details. - Does not request more information. - Does not connect information.
Development	- Reports thoroughly on topics and texts using relevant and descriptive details. - Recounts stories and experiences with appropriate facts and relevant details. - Responds to and provides points and reasons in conversations. - Precisely paraphrases what is read or heard. - Prepares thoroughly in advance for discussions and draws extensively on that preparation.	- Reports on topics and texts using relevant and descriptive details. - Recounts stories and experiences with appropriate facts and relevant details. - Responds to points and reasons in conversations. - Paraphrases what is read or heard. - Prepares in advance for discussions.	- Reports on topics and texts using details. - Recounts stories and experiences with some facts and details. - Responds to points in conversations. - Tries to paraphrase what is read or heard. - Reads text for discussions.	- Does not yet report on topics and texts using details. - Does not recount stories and experiences. - Does not yet respond to points in conversations. - Does not yet paraphrase what is read or heard. - Does not prepare for discussions.
Style	- Uses drawings to strengthen spoken descriptions. - Expresses ideas and feelings with clarity and expression. - Varies inflection to express meaning and engage audience - Varies formality of speech to context.	- Uses drawings to add detail to spoken descriptions. - Expresses ideas and feelings clearly. - Varies inflection to express meaning. - Speaks formally in academic conversations.	- Uses drawings when speaking. - Expresses ideas and feelings. - Use inflection to indicate questions or statements. - Occasionally speaks formally.	- Does not use drawings. - Does not express ideas and feelings. - Does not yet use inflection. - Does not yet speak formally.

Conventions	- Expresses clearly with effective volume. - Speaks in coherent and complex sentences. - Paces speech dynamically for meaning.	- Speaks audibly and clearly. - Speaks in coherent sentences. - Speaks at an understandable pace.	- Speaks audibly or clearly. - Speaks in complete sentences. - Sometimes speaks at an understandable pace.	- Does not yet speak audibly or clearly. - Does not yet speak in complete sentences. - Speaks too fast or too slow.
Process	- Comments contribute significantly to discussion. - Upholds norms for conversations for self and others and carries out roles. - Links comments to comments of others effectively. - Agrees and disagrees respectfully and strategically. - Contributions indicate curiosity. - Creates expressive and engaging audio recordings of fluently read stories or poems.*	- Comments contribute to discussion. - Follows norms for conversations and carries out roles. - Links comments to comments of others. - Agrees and disagrees respectfully. - Contributions indicate engagement. - Creates engaging audio recordings of fluently read stories or poems.*	- Speaks in conversations. - Follows agreed-upon rules for conversations or carries out roles. - Sometimes links comments to comments of others. - Indicates agreement and/or disagreement. - Contributions indicate compliance. - Creates audio recordings of stories or poems.*	- Does not yet speak in conversations. - Follows few, if any, agreed-upon rules for conversations. - Rarely, if ever, links comments to comments of others. - Does not yet indicate agreement or disagreement. - Contributions do not yet indicate compliance. - Does not yet create audio recordings of stories or poems.*
Listening	- Facial expressions and body language demonstrate curiosity. - Attentive in a structured conversation for as long as needed. - Listens actively and cues the speaker with gestures and facial expressions.	- Eye contact and body language demonstrate attention. - Attentive in a structured conversation for at least 30 minutes. - Cues the speaker with gestures and/or facial expressions.	- Tracks speakers. - Attentive in a structured conversation for at least 20 minutes. - Sometimes gives the speaker cues.	- Sometimes track speakers. - Attentive in a structured conversation for less than 20 minutes. - Does not yet give the speaker cues.

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. - Responds to clarifying and probing questions that contribute to the discussion. - Requests elaboration to further understanding. - Organizes relevant and related information to strong effect. - Precisely summarizes what is read or heard aloud.	- Poses clarifying questions that contribute to the discussion. - Responds to clarifying questions that contribute to the discussion. - Requests more information to clear up confusion. - Organizes relevant and related information. - Summarizes what is read or heard aloud.	- Poses clarifying questions. - Responds to clarifying questions. - Sometimes requests more information. - Sometimes connects information. - Tries to summarize what is read or heard.	- Does not yet pose questions. - Does not yet respond to questions. - Does not request more information. - Does not connect information. - Does not yet summarize what is read or heard.
Development	- Reports thoroughly on topics and texts using relevant and descriptive details. - Recounts stories and experiences with appropriate facts and relevant details. - Responds to and provides points and reasons in conversations. - Prepares thoroughly in advance for discussions and draws extensively on that preparation. - Logically and strategically orders contributions.	- Reports on topics and texts using relevant and descriptive details. - Recounts stories and experiences with appropriate facts and relevant details. - Responds to points and reasons in conversations. - Prepares in advance for discussions. - Logically orders contributions.	- Reports on topics and texts using details. - Recounts stories and experiences with some facts and details. - Responds to points in conversations. - Reads text for discussions. - Responds with some attention to logic.	- Does not yet report on topics and texts using details. - Does not recount stories and experiences. - Does not yet respond to points in conversations. - Does not prepare for discussions. - Does not yet use logic.
Style	- Uses multimedia components to strengthen spoken descriptions. - Chooses precise and meaningful words to express ideas and feelings clearly. - Optimally adapts inflection, tone, and non-verbal expression to audience and purpose. - Effectively varies formality of speech to context.	- Uses multimedia components to add detail to spoken descriptions. - Chooses strong words to express ideas and feelings clearly. - Adapts inflection, tone, and non-verbal expression to audience and purpose. - Varies formality of speech to context.	- Uses multimedia components when speaking. - Chooses words to express ideas and feelings. - Adapts inflection, tone, or non-verbal expression to audience or purpose. - Speaks formally in academic conversations.	- Does not use multimedia components. - Word choice doesn't yet enhance expression. - Does not yet use inflection. - Does not yet speak formally. - Does not yet adapt inflection, tone, or non-verbal expression to audience or purpose.

Conventions	- Expresses clearly with effective volume. - Speaks in coherent and complex sentences. - Paces speech dynamically for meaning.	- Comments contribute to discussion. - Follows norms for conversations and carries out roles. - Builds and elaborates on other's comments. - Agrees and disagrees respectfully. - Contributions indicate engagement.	- Speaks in conversations. - Follows agreed-upon rules for conversations or carries out roles. - Links comments to comments of others. - Indicates agreement and/or disagreement. - Contributions indicate compliance.	- Does not yet speak in conversations. - Follows few, if any, agreed-upon rules for conversations. - Does not yet link comments to comments of others. - Does not yet indicate agreement or disagreement. - Contributions do not yet indicate compliance.
Process	- Comments contribute significantly to discussion. - Upholds norms for conversations for self and others and carries out roles. - Builds and elaborates on other's comments and contributes positively to a collaborative group process. - Agrees and disagrees respectfully and strategically. - Contributions indicate curiosity.	- Comments contribute to discussion. - Follows norms for conversations and carries out roles. - Builds and elaborates on other's comments. - Agrees and disagrees respectfully. - Contributions indicate engagement.	- Speaks in conversations. - Follows agreed-upon rules for conversations or carries out roles. - Links comments to comments of others. - Indicates agreement and/or disagreement. - Contributions indicate compliance.	- Does not yet speak in conversations. - Follows few, if any, agreed-upon rules for conversations. - Does not yet link comments to comments of others. - Does not yet indicate agreement or disagreement. - Contributions do not yet indicate compliance.
Listening	- Facial expressions and body language demonstrate curiosity. - Attentive in a structured conversation for as long as needed. - Listens actively and cues the speaker with gestures and facial expressions.	- Eye contact and body language demonstrate attention. - Attentive in a structured conversation for at least 30 minutes. - Cues the speaker with gestures and/or facial expressions.	- Tracks speakers. - Attentive in a structured conversation for at least 20 minutes. - Sometimes gives the speaker cues.	- Sometimes track speakers. - Attentive in a structured conversation for less than 20 minutes. - Does not yet give the speaker cues.

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. - Responds to clarifying and probing questions that contribute to the discussion. - Requests elaboration to further understanding. - Organizes relevant and related information to strong effect. - Effectively interprets information and connects it to the topic of discussion.	- Poses clarifying questions that contribute to the discussion. - Responds to clarifying questions that contribute to the discussion. - Requests more information to clear up confusion. - Organizes relevant and related information. - Interprets information and connects it to the topic of discussion.	- Poses clarifying questions. - Responds to clarifying questions. - Sometimes requests more information. - Sometimes connects information. - Presents information connected to the topic of study.	- Does not yet pose questions. - Does not yet respond to questions. - Does not request more information. - Does not connect information. - Does not yet present information connected to the topic of study.
Development	- Presents strong claims and findings using pertinent descriptions, facts, and details. - Responds to and provides points and reasons in conversations. - Prepares thoroughly in advance for discussions and draws extensively on evidence from that preparation. - Logically and strategically orders contributions.	- Presents claims and findings using pertinent descriptions, facts, and details. - Responds to points and reasons in conversations. - Prepares in advance for discussions and draws on evidence from that preparation. - Logically orders contributions.	- Presents claims and some details. - Responds to points in conversations. - Prepares in advance for discussions. - Responds with some attention to logic.	- Does not yet present claims. - Does not recount stories and experiences. - Does not yet respond to points in conversations. - Does not prepare for discussions. - Does not yet use logic.
Style	- Uses multimedia components to strengthen spoken descriptions. - Chooses precise and meaningful words to express ideas and feelings clearly. - Optimally adapts inflection, tone, and non-verbal expression to audience and purpose. - Effectively varies formality of speech to context.	- Uses multimedia components to add detail to spoken descriptions. - Chooses strong words to express ideas and feelings clearly. - Adapts inflection, tone, and non-verbal expression to audience and purpose. - Varies formality of speech to context.	- Uses multimedia components when speaking. - Chooses words to express ideas and feelings. - Adapts inflection, tone, or non-verbal expression to audience or purpose. - Speaks formally in academic conversations.	- Does not use multimedia components. - Word choice doesn't yet enhance expression. - Does not yet use inflection. - Does not yet speak formally. - Does not yet adapt inflection, tone, or non-verbal expression to audience or purpose.

Conventions	- Expresses clearly with effective volume. - Speaks in coherent and complex sentences. - Paces speech dynamically for meaning. - Uses effective eye contact. - Pronounces words clearly and accurately.	- Speaks audibly and clearly. - Speaks in coherent sentences. - Speaks at an understandable pace. - Uses appropriate eye contact. - Pronounces words clearly.	- Speaks audibly or clearly. - Speaks in complete sentences. - Sometimes speaks at an understandable pace. - Occasionally makes eye contact. - Occasionally pronounces words clearly.	- Does not yet speak audibly or clearly. - Does not yet speak in complete sentences. - Speaks too fast or too slow. - Does not yet make eye contact. - Rarely, if ever, pronounces words clearly.
Process	- Comments effectively balance questions and statements that contribute significantly to discussion. - Upholds rules for collegial discussions for self and others and carries out defined individual roles. - Sets specific and effective goals and deadlines. - Builds and elaborates on other's comments and contributes positively to a collaborative group process. - Agrees and disagrees respectfully and strategically, using knowledge of common categories of disagreements. - Contributions indicate curiosity.	- Comments balance questions and statements that contribute to discussion. - Follows rules for collegial discussions and defines individual roles. - Sets goals and deadlines. - Builds and elaborates on other's comments. - Agrees and disagrees respectfully and strategically. - Contributions indicate engagement.	- Contributes both questions and statements in conversations. - Follows rules for collegial discussions or defines individual roles. - Sets goals or deadlines. - Links comments to comments of others. - Agrees and disagrees respectfully. - Contributions indicate compliance.	- Does not yet contribute both questions and statements in conversations. - Follows few, if any, agreed-upon rules for conversations. - Does not yet set goals or deadlines. - Does not yet link comments to comments of others. - Does not yet indicate agreement or disagreement. - Contributions do not yet indicate compliance.
Listening	- Facial expressions and body language demonstrate curiosity. - Attentive in a structured conversation for as long as needed. - Listens actively and cues the speaker with gestures and facial expressions. - Reflects and paraphrases strategically to consider multiple perspectives.	- Eye contact and body language demonstrate attention. - Attentive in a structured conversation for at least 30 minutes. - Cues the speaker with gestures and/or facial expressions. - Reflects and paraphrases to consider multiple perspectives.	- Tracks speakers. - Attentive in a structured conversation for at least 20 minutes. - Sometimes gives the speaker cues. - Reflects or paraphrases to consider multiple perspectives.	- Sometimes track speakers. - Attentive in a structured conversation for less than 20 minutes. - Does not yet give the speaker cues. - Does not yet reflect or paraphrase to consider multiple perspectives.

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. - Responds to questions with relevant and coherent observations and ideas. - Requests elaboration to further understanding. - Organizes relevant and related information to strong effect. - Effectively analyzes information and connects it to the topic of discussion.	- Poses questions that elicit elaboration. - Responds to questions with relevant observations. - Requests more information to clear up confusion. - Organizes relevant and related information. - Analyzes information and connects it to the topic of discussion.	- Poses clarifying questions. - Responds to clarifying questions. - Sometimes requests more information. - Sometimes connects information. - Interprets information and connects it to the topic of study.	- Does not yet pose questions. - Does not yet respond to questions. - Does not request more information. - Does not connect information. - Does not yet present information connected to the topic of study.
Development	- Coherently and effectively presents claims and findings emphasizing salient points. - Prepares thoroughly in advance for discussions and draws extensively on evidence from that preparation. - Logically and strategically orders contributions. - Effectively and strategically evaluates the soundness of others' reasoning. - Effectively reflects on and modifies own views in response to new, stronger ideas.	- Coherently presents claims and findings emphasizing salient points. - Prepares in advance for discussions and draws on evidence from that preparation. - Logically orders contributions. - Evaluates the soundness of others' reasoning. - Modifies own views in response to new, stronger ideas.	- Presents claims and findings using pertinent descriptions, facts, and details. - Prepares in advance for discussions. - Responds with some attention to logic. - Responds to others' reasoning. - Acknowledges new ideas.	- Does not yet present claims. - Does not prepare for discussions. - Does not yet use logic. - Does not yet respond to other's reasoning. - Does not yet acknowledge new ideas.
Style	- Uses multimedia components to strengthen spoken descriptions. - Chooses precise and meaningful words to express ideas and feelings clearly. - Optimally adapts inflection, tone, and non-verbal expression to audience and purpose. - Effectively varies formality of speech to context.	- Uses multimedia components to add detail to spoken descriptions. - Chooses strong words to express ideas and feelings clearly. - Adapts inflection, tone, and non-verbal expression to audience and purpose. - Varies formality of speech to context.	- Uses multimedia components when speaking. - Chooses words to express ideas and feelings. - Adapts inflection, tone, or non-verbal expression to audience or purpose. - Speaks formally in academic conversations.	- Does not use multimedia components. - Word choice doesn't yet enhance expression. - Does not yet use inflection. - Does not yet speak formally. - Does not yet adapt inflection, tone, or non-verbal expression to audience or purpose.

Conventions	- Expresses clearly with effective volume. - Speaks in coherent and complex sentences. - Paces speech dynamically for meaning. - Uses effective eye contact. - Pronounces words clearly and accurately.	- Speaks audibly and clearly. - Speaks in coherent sentences. - Speaks at an understandable pace. - Uses appropriate eye contact. - Pronounces words clearly.	- Speaks audibly or clearly. - Speaks in complete sentences. - Sometimes speaks at an understandable pace. - Occasionally makes eye contact. - Occasionally pronounces words clearly.	- Does not yet speak audibly or clearly. - Does not yet speak in complete sentences. - Speaks too fast or too slow. - Does not yet make eye contact. - Rarely, if ever, pronounces words clearly.
Process	- Comments effectively balance questions and statements that contribute significantly to discussion. - Upholds rules for collegial discussions for self and others and carries out defined individual roles. - Sets specific and effective goals and deadlines. - Builds and elaborates on other's comments and contributes positively to a collaborative group process. - Agrees and disagrees respectfully and strategically, using knowledge of common categories of disagreements. - Contributions indicate curiosity. - Routinely and adeptly brings the discussion back on topic.	- Comments balance questions and statements that contribute to discussion. - Follows rules for collegial discussions and defines individual roles. - Sets goals and deadlines. - Builds and elaborates on other's comments. - Agrees and disagrees respectfully and strategically. - Contributions indicate engagement. - Brings the discussion back on topic.	- Contributes both questions and statements in conversations. - Follows rules for collegial discussions or defines individual roles. - Sets goals or deadlines. - Links comments to comments of others. - Agrees and disagrees respectfully. - Contributions indicate compliance. - Acknowledges when the discussion is off topic.	- Does not yet contribute both questions and statements in conversations. - Follows few, if any, agreed-upon rules for conversations. - Does not yet set goals or deadlines. - Does not yet link comments to comments of others. - Does not yet indicate agreement or disagreement. - Contributions do not yet indicate compliance. - Does not yet acknowledge when the discussion is off topic.
Listening	- Facial expressions and body language demonstrate curiosity. - Attentive in a structured conversation for as long as needed. - Listens actively and cues the speaker with gestures and facial expressions. - Reflects and paraphrases strategically to consider multiple perspectives.	- Eye contact and body language demonstrate attention. - Attentive in a structured conversation for at least 30 minutes. - Cues the speaker with gestures and/or facial expressions. - Reflects and paraphrases to consider multiple perspectives.	- Tracks speakers. - Attentive in a structured conversation for at least 20 minutes. - Sometimes gives the speaker cues. - Reflects or paraphrases to consider multiple perspectives.	- Sometimes track speakers. - Attentive in a structured conversation for less than 20 minutes. - Does not yet give the speaker cues. - Does not yet reflect or paraphrase to consider multiple perspectives.

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. - Adeptly responds to questions and comments with relevant evidence. - Organizes relevant and related well-chosen details to strong effect. - Effectively analyzes the purpose of information presented.	- Poses questions that connect the ideas of several speakers. - Responds to questions and comments with relevant evidence. - Organizes relevant and related well-chosen details. - Analyzes the purpose of information presented.	- Poses questions. - Responds to questions with relevant observations. - Sometimes connects relevant information. - Analyzes information and connects it to the topic of study.	- Does not yet pose questions. - Does not yet respond to questions. - Does not connect relevant information. - Does not yet analyze information connected to the topic of study.
Development	- Coherently and effectively presents claims and findings emphasizing salient points. - Prepares thoroughly in advance for discussions and draws extensively on evidence from that preparation. - Logically and strategically orders contributions. - Effectively and strategically evaluates the soundness and validity of others' reasoning. - Effectively reflects on and modifies own views in response to new, stronger ideas. - Effectively analyzes the motives behind presentations.	- Coherently presents claims and findings emphasizing salient points. - Prepares in advance for discussions and draws on evidence from that preparation. - Logically orders contributions. - Evaluates the soundness and validity of others' reasoning. - Modifies own views in response to new, stronger ideas. - Analyzes the motives behind presentations.	- Presents claims and findings using pertinent descriptions, facts, and details. - Prepares in advance for discussions. - Responds with some attention to logic. - Responds to others' reasoning. - Acknowledges new ideas. - Acknowledges the motives behind presentations.	- Does not yet present claims. - Does not prepare for discussions. - Does not yet use logic. - Does not yet respond to others' reasoning. - Does not yet acknowledge new ideas. - Does not yet acknowledge the motives behind presentations.
Style	- Uses multimedia components to strengthen and add interest to spoken descriptions. - Chooses precise and meaningful words to express ideas and feelings clearly. - Optimally adapts inflection, tone, and non-verbal expression to audience and purpose. - Effectively varies formality of speech to context.	- Uses multimedia components to add detail and interest to spoken descriptions. - Chooses strong words to express ideas and feelings clearly. - Adapts inflection, tone, and non-verbal expression to audience and purpose. - Varies formality of speech to context.	- Uses multimedia components when speaking. - Chooses words to express ideas and feelings. - Adapts inflection, tone, or non-verbal expression to audience or purpose. - Speaks formally in academic conversations.	- Does not use multimedia components. - Word choice doesn't yet enhance expression. - Does not yet use inflection. - Does not yet speak formally. - Does not yet adapt inflection, tone, or non-verbal expression to audience or purpose.

Conventions	- Expresses clearly with effective volume. - Speaks in coherent and complex sentences. - Paces speech dynamically for meaning. - Uses effective eye contact. - Pronounces words clearly and accurately.	- Speaks audibly and clearly. - Speaks in coherent sentences. - Speaks at an understandable pace. - Uses appropriate eye contact. - Pronounces words clearly.	- Speaks audibly or clearly. - Speaks in complete sentences. - Sometimes speaks at an understandable pace. - Occasionally makes eye contact. - Occasionally pronounces words clearly.	- Does not yet speak audibly or clearly. - Does not yet speak in complete sentences. - Speaks too fast or too slow. - Does not yet make eye contact. - Rarely, if ever, pronounces words clearly.
Process	- Comments effectively balance questions and statements that contribute significantly to discussion. - Upholds rules for collegial discussions for self and others and carries out defined individual roles. - Sets specific and effective goals and deadlines. - Builds and elaborates on other's comments and contributes positively to a collaborative group process. - Agrees and disagrees respectfully and strategically, using knowledge of common categories of disagreements. - Routinely and adeptly identifies and refocuses irrelevant and off-topic discussion.	- Comments balance questions and statements that contribute to discussion. - Follows rules for collegial discussions and defines individual roles. - Sets goals and deadlines. - Builds and elaborates on other's comments. - Agrees and disagrees respectfully and strategically. - Identifies and refocuses irrelevant and off-topic discussion.	- Contributes both questions and statements in conversations. - Follows rules for collegial discussions or defines individual roles. - Sets goals or deadlines. - Links comments to comments of others. - Agrees and disagrees respectfully. - Acknowledges when the discussion is off topic.	- Does not yet contribute both questions and statements in conversations. - Follows few, if any, agreed-upon rules for conversations. - Does not yet set goals or deadlines. - Does not yet link comments to comments of others. - Does not yet indicate agreement or disagreement. - Does not yet acknowledge when the discussion is off topic.
Listening	- Facial expressions and body language demonstrate curiosity. - Attentive in a structured conversation for as long as needed. - Listens actively and cues the speaker with gestures and facial expressions. - Reflects and paraphrases strategically to consider multiple perspectives.	- Eye contact and body language demonstrate attention. - Attentive in a structured conversation for at least 30 minutes. - Cues the speaker with gestures and/or facial expressions. - Reflects and paraphrases to consider multiple perspectives.	- Tracks speakers. - Attentive in a structured conversation for at least 20 minutes. - Sometimes gives the speaker cues. - Reflects or paraphrases to consider multiple perspectives.	- Sometimes track speakers. - Attentive in a structured conversation for less than 20 minutes. - Does not yet give the speaker cues. - Does not yet reflect or paraphrase to consider multiple perspectives.

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

- *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

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?

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 - 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 - 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 - 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 - 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

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 - 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 - 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 OR Binder/dividers: 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 - In some lessons, different colors used to indicate different items	4 pads per student
Crayons		1 box of 12 per student

Journals/notebooks***	▪ Use either composition books, or binders with dividers ▪ For this grade, two separate journals needed	Composition books: 8 per student OR Binder/dividers: 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 ▪ 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

Sticky notes	▪ An assortment of colors and sizes needed ▪ 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 ▪ For this grade, three separate journals needed	Composition books: 12 per student OR Binder/dividers: 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 ▪ 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 ▪ For this grade, three separate journals needed	Composition books: 12 per student OR Binder/dividers: 1 per student

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 - 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 - For this grade, three separate journals needed	Composition books: 12 per student OR Binder/dividers: 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

Journals/notebooks***	- Use either composition books, or binders with dividers - For this grade, three separate journals needed	Composition books: 12 per student OR Binder/dividers: 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 - For this grade, three separate journals needed	Composition books: 12 per student OR Binder/dividers: 1 per student
Index cards		2 packs per student
Sticky notes	- An assortment of colors and sizes needed - 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 - For this grade, three separate journals needed	Composition books: 12 per student OR Binder/dividers: 1 per student
Markers	Variety of colors	1 box per student
Sticky notes	- An assortment of colors and sizes needed - 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.

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

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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 <i>GO Math!</i> 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 84 Days (Instructional Days: 68; Assessment Days: 16)		Critical Area 2: Geometry and Positions Chapters 9–10 25 Days (Instructional Days: 21; Assessment Days: 4)	
Focus or Main CC Standards	Know number names and the count sequence. K.CC.1 Count to 100 by ones and by tens. K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). 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). Count to tell the number of objects. K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. 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. 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. K.CC.4c Understand that each successive number name refers to a quantity that is one larger. 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. Compare numbers. 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. K.CC.7 Compare two numbers between 1 and 10 presented as written numerals. Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. 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. 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. 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). 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. K.OA.5 Fluently add and subtract within 5. Work with numbers 11–19 to gain foundations for place value. 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). 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. K.G.2 Correctly name shapes regardless of their orientations or overall size. K.G.3 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). Analyze, compare, create, and compose shapes. 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). K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. K.G.6 Compose simple shapes to form larger shapes.	
	Highlighted Mathematical Practices MP.5 Use appropriate tools strategically. MP.6 Attend to precision. MP.8 Look for and express regularity in repeated reasoning.	MP.3 Construct viable arguments and critique the reasoning of others. MP.7 Look for and make use of structure.	
	Essential Questions	- How can you show, count, and write numbers 0 to 5? (Chapter 1) - How can building and comparing sets help you compare numbers? (Chapter 2) - How can you show, count, and write numbers 6 to 9? (Chapter 3) - How can you show and compare numbers to 10? (Chapter 4) - How can you show addition? (Chapter 5) - How can you show subtraction? (Chapter 6) - How can you show, count, and write numbers 11 to 19? (Chapter 7) - 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) - How can identifying and describing shapes help you sort them? (Chapter 10)
	Assessment Opportunities	Show What You Know Mid-Chapter Checkpoint Chapter Review/Test Chapter Test Chapter Performance Task Critical Area Performance Task	Show What You Know Mid-Chapter Checkpoint Chapter Review/Test Chapter Test Chapter Performance Task 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 <i>GO Math!</i> 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 Chapters 1–5

55 Days (Instructional Days: 45; Assessment Days: 10)

Focus or Main CC Standards

Represent and solve problems involving addition and subtraction.

- 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.
- 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.

Understand and apply properties of operations and the relationship between addition and subtraction.

- 1.OA.3** Apply properties of operations as strategies to add and subtract.
- 1.OA.4** Understand subtraction as an unknown-addend problem

Add and subtract within 20.

- 1.OA.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).
- 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 $6 + 6 + 1 = 12 + 1 = 13$).

Work with addition and subtraction equations.

- 1.OA.8** Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.

Highlighted Mathematical Practices

- MP.2** Reason abstractly and quantitatively.
- MP.4** Model with mathematics.
- MP.8** Look for and express regularity in repeated reasoning.

Essential Questions

- How can you model adding within 10? (Chapter 1)
- How can you subtract numbers from 10 or less? (Chapter 2)
- How do you solve addition problems? (Chapter 3)
- How do you solve subtraction problems? (Chapter 4)
- How can relating addition and subtraction help you to learn and understand facts within 20? (Chapter 5)

Assessment Opportunities

Show What You Know
Mid-Chapter Checkpoint
Chapter Review/Test
Chapter Test
Chapter Performance Task
Critical Area Performance Task

Critical Area 2: Number and Operations in Base Ten Chapters 6–8

30 Days (Instructional Days: 24; Assessment Days: 6)

Add and subtract within 20.

- 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 $6 + 6 + 1 = 12 + 1 = 13$).

Extend the counting sequence.

- 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.

Understand place value.

- 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:

1.NBT.2a 10 can be thought of as a bundle of ten ones — called a “ten.”

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.

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).

- 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 $<$.

Use place value understanding and properties of operations to add and subtract.

- 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.

- 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.

- 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.

MP.1

Make sense of problems and persevere in solving them.

MP.3

Construct viable arguments and critique the reasoning of others.

MP.6

Attend to precision.

- How do you use place value to model, read, and write numbers to 120? (Chapter 6)
- How do you use place value to compare numbers? (Chapter 7)
- How can you add and subtract two-digit numbers? (Chapter 8)

Show What You Know
Mid-Chapter Checkpoint
Chapter Review/Test
Chapter Test
Chapter Performance Task
Critical Area Performance Task

Critical Area 3: Measurement and Data Chapters 9–10 20 Days (Instructional Days: 16; Assessment Days: 4)		Critical Area 4: Geometry Chapters 11–12 19 Days (Instructional Days: 15; Assessment Days: 4)	
Focus or Main CC Standards	Measure lengths indirectly and by iterating length units. 1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object. 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. Tell and write time. 1.MD.3 Tell and write time in hours and half-hours using analog and digital clocks. Represent and interpret data. 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. 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. 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. 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. MP.3 Construct viable arguments and critique the reasoning of others. MP.8 Look for and express regularity in repeated reasoning.	MP.1 Make sense of problems and persevere in solving them. MP.4 Model with mathematics. MP.7 Look for and make use of structure.	
	Essential Questions - How can you measure length and tell time? (Chapter 9) - 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) - How do you sort and describe two-dimensional shapes? (Chapter 12)	
	Assessment Opportunities Show What You Know Mid-Chapter Checkpoint Chapter Review/Test Chapter Test Chapter Performance Task Critical Area Performance Task	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 2: Suggested Sequence for the <i>GO Math!</i> 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

Chapters 1–2

25 Days (Instructional Days: 21; Assessment Days: 4)

Focus or Main CC Standards

Work with equal groups of objects to gain foundations for multiplication.

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.

Understand place value.

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:

2.NBT.1a 100 can be thought of as a bundle of ten tens — called a “hundred.”

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).

2.NBT.2 Count within 1000; skip-count by 5s, 10s, and 100s.

2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

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.

Use place value understanding and properties of operations to add and subtract.

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.

Highlighted Mathematical Practices

- MP.6** Attend to precision.
- MP.7** Look for and make use of structure.
- MP.8** Look for and express regularity in repeated reasoning.

Essential Questions

- How do you use place value to find the values of numbers and describe numbers in different ways? (Chapter 1)
- How can you use place value to model, write, and compare 3-digit numbers? (Chapter 2)

Assessment Opportunities

Show What You Know
Mid-Chapter Checkpoint
Chapter Review/Test
Chapter Test
Chapter Performance Task
Critical Area Performance Task

Critical Area 2: Addition and Subtraction

Chapters 3–6

52 Days (Instructional Days: 44; Assessment Days: 8)

Represent and solve problems involving addition and subtraction.

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.

Add and subtract within 20.

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.

Work with equal groups of objects to gain foundations for multiplication.

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.

Use place value understanding and properties of operations to add and subtract.

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.

2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.

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.

2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.

- MP.1** Make sense of problems and persevere in solving them.
- MP.2** Reason abstractly and quantitatively.
- MP.4** Model with mathematics.

- How can you use patterns and strategies to find sums and differences for basic facts? (Chapter 3)
- How do you use place value to add 2-digit numbers, and what are some different ways to add 2-digit numbers? (Chapter 4)
- How do you use place value to subtract 2-digit numbers with and without regrouping? (Chapter 5)
- What are some strategies for adding and subtracting 3-digit numbers? (Chapter 6)

Show What You Know
Mid-Chapter Checkpoint
Chapter Review/Test
Chapter Test
Chapter Performance Task
Critical Area Performance Task

Critical Area 3: Measurement and Data Chapters 7–10 41 Days (Instructional Days: 33; Assessment Days: 8)		Critical Area 4: Geometry and Fractions Chapters 11 12 Days (Instructional Days: 10; Assessment Days: 2)	
Focus or Main CC Standards	Measure and estimate lengths in standard units. 2.MD.1 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. 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. 2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters. 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. Relate addition and subtraction to length. 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. 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. Work with time and money. 2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. 2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Represent and interpret data. 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. 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. 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. 2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. 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. MP.6 Attend to precision. MP.8 Look for and express regularity in repeated reasoning.	MP.1 Make sense of problems and persevere in solving them. MP.3 Construct viable arguments and critique the reasoning of others. 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) - What are some of the methods and tools that can be used to estimate and measure length? (Chapter 8) - What are some of the methods and tools that can be used to estimate and measure length in metric units? (Chapter 9) - 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)
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- **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 <i>GO Math!</i> program	Suggested Amount of Time (in days)
Critical Area 1: Whole Number Operations	75 days
<i>NYCDOE Fall Benchmark Assessment</i>	
Critical Area 2: Understanding Fractions	20 days
Critical Area 3: Measurement	23 days
<i>NYCDOE Spring Benchmark Assessment</i>	
Critical Area 4: Geometry	11 days
<i>State Examination¹</i>	

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

75 Days (Instructional Days: 61; Assessment Days: 14)

Critical Area 2: Understanding Fractions Chapters 8–9

20 Days (Instructional Days: 16; Assessment Days: 4)

Focus or Main CC Standards

Represent and solve problems involving multiplication and division.

- 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.
- 3.OA.2** Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ 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.
- 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.
- 3.OA.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

Understand properties of multiplication and the relationship between multiplication and division.

- 3.OA.5** Apply properties of operations as strategies to multiply and divide.
- 3.OA.6** Understand division as an unknown-factor problem.

Multiply and divide within 100.

- 3.OA.7** Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

- 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.
- 3.OA.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

Represent and interpret data.

- 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.
- 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.

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

- 3.MD.7** Relate area to the operations of multiplication and addition.
- 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 $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.

Also 3.NBT.1, 3.NBT.2, 3.NBT.3

Highlighted Mathematical Practices

- MP.2** Reason abstractly and quantitatively.
- MP.4** Model with mathematics.
- MP.7** Look for and make use of structure.

Essential Questions

- How can you add and subtract whole numbers and decide if an answer is reasonable? (Chapter 1)
- How can you represent and interpret data? (Chapter 2)
- How can you use multiplication to find how many in all? (Chapter 3)
- What strategies can you use to multiply? (Chapter 4)
- How can you use multiplication facts, place value, and properties to solve multiplication problems? (Chapter 5)
- How can you use division to find how many in each group or how many equal groups? (Chapter 6)
- What strategies can you use to divide? (Chapter 7)

Assessment Opportunities

Show What You Know
Mid-Chapter Checkpoint
Chapter Review/Test
Chapter Test
Chapter Performance Task
Critical Area Performance Task

NYCDOE Fall Benchmark Assessment

Develop understanding of fractions as numbers.

- 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 $1/b$.
- 3.NF.2** Understand a fraction as a number on the number line; represent fractions on a number line diagram.
- 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.
- 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.
- 3.NF.3** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
- 3.NF.3a** Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
- 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.
- 3.NF.3c** Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
- 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.

Reason with shapes and their attributes.

- 3.G.2** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

- MP.1** Make sense of problems and persevere in solving them.
- MP.3** Construct viable arguments and critique the reasoning of others.
- MP.4** Model with mathematics.

- How can you use fractions to describe how much or how many? (Chapter 8)
- How can you compare fractions? (Chapter 9)

Show What You Know
Mid-Chapter Checkpoint
Chapter Review/Test
Chapter Test
Chapter Performance Task
Critical Area Performance Task

Critical Area 3: Measurement Chapters 10–11 23 Days (Instructional Days: 19; Assessment Days: 4)		Critical Area 4: Geometry Chapters 12 11 Days (Instructional Days: 9; Assessment Days: 2)		
Focus or Main CC Standards	Understand properties of multiplication and the relationship between multiplication and division.		Develop understanding of fractions as numbers.	
	3.OA.5 Apply properties of operations as strategies to multiply and divide.		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 $1/b$. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	
	Multiply and divide within 100.		3.NF.3 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.	
	3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.		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.	
	Solve problems involving the four operations, and identify and explain patterns in arithmetic.		Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	
	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.		3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.	
	3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.		Reason with shapes and their attributes.	
	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.		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.	
	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.		3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.	
	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.			
	Represent and interpret data.			
	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.			
	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.			
	3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.			
	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.			
	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.			
	3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).			
	3.MD.7 Relate area to the operations of multiplication and addition.			
	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.			
	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.			
	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 $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.			
	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.			
	Also 3.NBT.2, 3.MD.8			
Highlighted Mathematical Practices	MP.1	Make sense of problems and persevere in solving them.	MP.6	Attend to precision.
	MP.5	Use appropriate tools strategically.	MP.7	Look for and make use of structure.
	MP.8	Look for and express regularity in repeated reasoning.	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) - 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 Mid-Chapter Checkpoint Chapter Review/Test Chapter Test Chapter Performance Task Critical Area Performance Task		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 4: Suggested Sequence for the <i>GO Math!</i> program	Suggested Amount of Time (in days)
Critical Area 1: Place Value and Operations with Whole Numbers	53 days
<i>NYCDOE Fall Benchmark Assessment</i>	
Critical Area 2: Fractions and Decimals	38 days
Critical Area 3: Geometry, Measurement, and Data	36 days
<i>NYCDOE Spring Benchmark Assessment</i>	
<i>State Examination¹</i>	

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

53 Days (Instructional Days: 43; Assessment Days: 10)

Critical Area 2: Fractions and Decimals Chapters 6–9

38 Days (Instructional Days: 30; Assessment Days: 8)

Focus or Main CC Standards

Use the four operations with whole numbers to solve problems.

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.

Generalize place value understanding for multi-digit whole numbers.

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.

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.

4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.

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

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.

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.

Also 4.OA.1, 4.OA.2, 4.OA.4, 4.OA.5, 4.N BT.4

Extend understanding of fraction equivalence and ordering.

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.

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 $\frac{1}{2}$. 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.

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

4.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

4.NF.4.a. Understand a fraction a/b as a multiple of $1/b$.

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.

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.

Also 4.NF.3, 4.NF.5, 4.NF.6, 4.NF.7, 4.MD.2

Highlighted Mathematical Practices

MP.4 Model with mathematics.
MP.5 Use appropriate tools strategically.
MP.7 Look for and make use of structure.

MP.1 Make sense of problems and persevere in solving them.
MP.2 Reason abstractly and quantitatively.
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)
- What strategies can you use to multiply by 1-digit numbers? (Chapter 2)
- What strategies can you use to multiply by 2-digit numbers? (Chapter 3)
- How can you divide by 1-digit numbers? (Chapter 4)
- 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)
- How do you add or subtract fractions that have the same denominator? (Chapter 7)
- How do you multiply fractions by whole numbers? (Chapter 8)
- How can you record decimal notation for fractions and compare decimal fractions? (Chapter 9)

Assessment Opportunities

Show What You Know
Mid-Chapter Checkpoint
Chapter Review/Test
Chapter Test
Chapter Performance Task
Critical Area Performance Task

Show What You Know
Mid-Chapter Checkpoint
Chapter Review/Test
Chapter Test
Chapter Performance Task
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 <i>GO Math!</i> program	Suggested Amount of Time (in days)
Critical Area 1: Fluency with Whole Numbers and Decimals	59 days
<i>NYCDOE Fall Benchmark Assessment</i>	
Critical Area 2: Operations with Fractions	31 days
Critical Area 3: Geometry and Measurement	32 days
<i>NYCDOE Spring Benchmark Assessment</i>	
<i>State Examination¹</i>	

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

59 Days (Instructional Days: 49; Assessment Days: 10)

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.

5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.

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.

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.

5.NBT.3 Read, write, and compare decimals to thousandths.

5.NBT.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.

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.

5.NBT.4 Use place value understanding to round decimals to any place.

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.

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.

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.

Highlighted Mathematical Practices

- MP.1** Make sense of problems and persevere in solving them.
MP.6 Attend to precision.
MP.8 Look for and express regularity in repeated reasoning.

Essential Questions

- How can you use place value, multiplication, and expression to represent and solve problems? (Chapter 1)
- How can you divide whole numbers? (Chapter 2)
- How can you add and subtract decimals? (Chapter 3)
- How can you solve decimal multiplication problems? (Chapter 4)
- How can you solve decimal division problems? (Chapter 5)

Assessment Opportunities

Show What You Know
 Mid-Chapter Checkpoint
 Chapter Review/Test
 Chapter Test
 Chapter Performance Task
 Critical Area Performance Task

Critical Area 2: Operations with Fractions Chapters 6–8

31 Days (Instructional Days: 25; Assessment Days: 6)

Write and interpret numerical expressions.

5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.

Use equivalent fractions as a strategy to add and subtract fractions.

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.

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.

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.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

5.NF.4a Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.

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.

5.NF.5 Interpret multiplication as scaling (resizing), by:

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.

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 $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.

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.

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.

5.NF.7b Interpret division of a whole number by a unit fraction, and compute such quotients.

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.

- MP.3** Construct viable arguments and critique the reasoning of others.
MP.6 Attend to precision.
MP.7 Look for and make use of structure.

- How can you add and subtract fractions with unlike denominators? (Chapter 6)
- How do you multiply fractions? (Chapter 7)
- What strategies can you use to solve division problems involving fractions? (Chapter 8)

Show What You Know
 Mid-Chapter Checkpoint
 Chapter Review/Test
 Chapter Test
 Chapter Performance Task
 Critical Area Performance Task

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	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6	UNIT 7	UNIT 8	UNIT 9
	Area and Surface Area	Introducing Ratios	Unit Rates and Percentages	Dividing Fractions	Arithmetic in Base Ten	Expressions and Equations	Rational Numbers	Data Sets and Distributions	Putting It All Together <i>(Optional)</i>
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 $\frac{1}{2}bh$ 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

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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	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6	UNIT 7	UNIT 8	UNIT 9
	Scale Drawings	Introducing Proportional Relationships	Measuring Circles	Proportional Relationships and Percentages	Rational Number Arithmetic	Expressions, Equations, and Inequalities	Angles, Triangles, and Prisms	Probability and Sampling	Putting It All Together <i>(Optional)</i>
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

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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

<i>Individual Development and Cultural Identity</i>	
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
<i>Civic Ideals and Practices</i>	
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
<i>Economic Systems</i>	
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

<i>Individual Development and Cultural Identity</i>	
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 <i>America the Beautiful</i> , <i>America</i> (“My Country 'Tis of Thee”), and <i>The Star Spangled Banner</i> and begin to understand the general meaning of the lyrics.	134-135
<i>Civic Ideals and Practices</i>	

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
<i>Geography, Humans, and the Environment</i>	
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
<i>Time, Continuity, and Change</i>	
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
<i>Economic Systems</i>	
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

<i>Individual Development and Cultural Identity</i>	
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
<i>Civic Ideals and Practices</i>	
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
<i>Geography, Humans, and the Environment</i>	
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 through 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
<i>Time, Continuity, and Change</i>	
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
<i>Economic Systems</i>	
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

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New York Grade 3 Social Studies

<i>Geography, Humans, and the Environment</i>	
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

<i>Development, Movement, and Interaction of Cultures</i>	
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
<i>Civic Ideals and Practices</i>	
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
<i>Time, Continuity, and Change</i>	
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
<i>Creation, Expansion, and Interaction of Economic Systems</i>	
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

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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, 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 assembly person 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: ☐ Conquests by Cortez and Pizarro and the resulting demographic change ☐ 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

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**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

- 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. 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 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 job related area.

Experience: Five 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 objectives 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 activities 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.

<i>Shift Type</i>	Full-Time	<i>Salary Range</i>	
<i>Salary Code</i>	Per Year	<i>Job Category</i>	Instruction Supervision
<i>External Job Application</i>	Instruction Supervision	<i>Internal Job Application</i>	Instruction Supervision
<i>Location</i>	Amber Charter School East Harlem	<i>Posting Status</i>	Inactive
<i>Minimum Qualifications Screening</i>	Bachelors Degree		

Job Application Timeframes

<i>Internal Start Date</i>	06/29/2018	<i>General Start Date</i>	06/29/2018
<i>Internal End Date</i>		<i>General End Date</i>	

Job Pools

<i>Pool Name</i>	<i>Quantity</i>	<i>Requisition ID</i>	<i>Requisition Title</i>
Default	1		

Alternate Job Contact

<i>Name</i>	<i>Title</i>
<i>Location</i>	<i>Phone</i>
<i>Email</i>	

References

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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**
Internal End Date

General Start Date **10/01/2018**
General End Date

Job Pools

<i>Pool Name</i>	<i>Quantity</i>	<i>Requisition ID</i>	<i>Requisition Title</i>
Default	1		

Alternate Job Contact

<i>Name</i>	<i>Title</i>
<i>Location</i>	<i>Phone</i>
<i>Email</i>	
Amber Charter School Kingsbridge	

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

<i>Shift Type</i>	Full-Time	<i>Salary Range</i>	
<i>Salary Code</i>	Per Year	<i>Job Category</i>	Shared Support Team
<i>External Job Application</i>	SST - Data Position	<i>Internal Job Application</i>	SST - Data Position
<i>Location</i>	Amber Charter Schools	<i>Posting Status</i>	Filled
<i>Minimum Qualifications Screening</i>	Bachelors Degree		

Job Application Timeframes

<i>Internal Start Date</i>	08/30/2016	<i>General Start Date</i>	08/30/2016
<i>Internal End Date</i>		<i>General End Date</i>	

Job Pools

<i>Pool Name</i>	<i>Quantity</i>	<i>Requisition ID</i>	<i>Requisition Title</i>
Default	1		

Alternate Job Contact

Name

Location

Email

Title

Phone

References

Automatically Send

No

Reference Check

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. 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 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 2018

Education

Bachelor's Degree, Master's Degree in the field of education preferred.

Experience & Skills

- Five 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 projects 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.
- Works 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).

<i>Shift Type</i>	Full-Time	<i>Salary Range</i>	
<i>Salary Code</i>	Per Year	<i>Job Category</i>	Instruction Supervision
<i>External Job Application</i>	Instruction Supervision	<i>Internal Job Application</i>	Internal - Teaching
<i>Location</i>	Amber Charter School Kingsbridge	<i>Posting Status</i>	Filled
<i>Minimum Qualifications Screening</i>	Bachelors Degree		

Job Application Timeframes

<i>Internal Start Date</i>	<i>General Start Date</i>	06/07/2018
<i>Internal End Date</i>	<i>General End Date</i>	

Job Pools

<i>Pool Name</i>	<i>Quantity</i>	<i>Requisition ID</i>	<i>Requisition Title</i>
Default	1		

Alternate Job Contact

<i>Name</i>	<i>Title</i>
<i>Location</i>	<i>Phone</i>
<i>Email</i>	

References

<i>Automatically Send Reference Check</i>	No	<i>Reference Check Form</i>

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 5 years of work experience. Masters in Business Administration or other relevant graduate degree preferred.
- At least 5 years managing a team or multiple large projects.
- Working knowledge of common core standards and correlations to data preferred.
- Strong project 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 project management software like Basecamp, Microsoft Office and GSuite. Familiarity 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.

<i>Shift Type</i>	Full-Time	<i>Salary Range</i>	
<i>Salary Code</i>	Per Year	<i>Job Category</i>	Operations
<i>External Job Application</i>	Operations	<i>Internal Job Application</i>	Operations
<i>Location</i>	Amber Charter School East Harlem	<i>Posting Status</i>	Filled
<i>Minimum Qualifications Screening</i>	Bachelors Degree		

Job Application Timeframes

<i>Internal Start Date</i>	08/07/2018	<i>General Start Date</i>	08/07/2018
<i>Internal End Date</i>		<i>General End Date</i>	

Job Pools

<i>Pool Name</i>	<i>Quantity</i>	<i>Requisition ID</i>	<i>Requisition Title</i>
Default	1		

Alternate Job Contact

<i>Name</i>	<i>Title</i>
<i>Location</i>	<i>Phone</i>
<i>Email</i>	

References

<i>Automatically Send Reference Check</i>	No	<i>Reference Check Form</i>

Amber Charter School

Meals Attendant (125)

JOB POSTING

Job Details

Posting ID

125

Title

Meals Attendant

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 succeed in top middle schools and beyond.

Join a team devoted to positively impacting the lives of children and families every day. Come help build lifelong learners.

Education

High School Diploma

Experience & Skills

Must obtain NYSED fingerprint clearance

Food Protection Certificate (or willing to get it)

Responsibilities

- Practice personal hygiene and proper sanitation procedures.
- Turn on, test and monitor equipment at the beginning of the day.
- Food preparation according to written and oral instructions.
- Serve breakfast, lunch and snack.
- Replenish food and maintain clean serving areas.
- Monitor food and equipment temperatures at all times.
- Exhibit courtesy and understanding to staff and students.
- Set up and break down of serving areas.
- Receive, stock and rotate incoming and outgoing inventory.
- Participate in formal and informal training.
- Demonstrate knowledge of sanitation practices.
- Exhibit the professional behavior of a reliable employee.
- Perform preparation duties for the next day.
- Maintain a neat, clean and safe work environment.
- Participate in special events for students, adults and community.
- 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

No

Reference Check

Reference Check Form

Amber Charter School

Operations Associate (104)

JOB POSTING

Job Details

Posting ID

104

Title

Operations Associate

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. The school is located in East Harlem and serves over 400 students in grades K to 5. Amber II, currently located in Washington Heights, is expanding and will be relocating to the Kingsbridge section of the Bronx in September 2017.

Education

High School diploma required. College degree preferred. Matriculating college students considered.

Experience & Skills

- At one year of experience as an Operations Associate in a comparable organization is strongly preferred.
- Expertise in working with diverse populations of students and families; familiarity with Amber's student population and the community to be served.
- 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.
- Proficient in Microsoft Office Suite programs and Google applications for administration.
- Food Protection Certification necessary or willingness to obtain Certification.

Responsibilities

Office Support

- Provide administrative support to the Principal and Director of Operations.
- Creates, prepares and distributes parent newsletter, announcements, flyers and notices.
- Reviews and disseminates incoming mail.
- Prepares all major mailings.
- Receives and screens phone calls and visitors.
- Provides customer services to visitors, parents, and staff.
- Schedules meetings, appointments, and travel arrangements.
- Enters all purchasing of supplies and materials for approval.
- Provide office administrative support.
- Perform any duties and responsibilities that are within the scope of employment, as assigned by their supervisor.

Pupil Accounting

- Assist with Amber's registration process which includes working with the online School Mint registration system, building staff and community.
- Assist with the collection and maintenance of students' academic and demographic records.
- 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.
- Assist with up-dating student health and immunization information.
- Assist with new student enrollment, entry of vaccination update, discharges and transfers.
- Assist with student data collection and verification of compliance reports for the State and CSI.
- Assist in providing verification letters for parents and other parent requests
- Assist in responding to outside request of student's records.
- 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.
- Forecast 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.

<i>Shift Type</i>	Full-Time	<i>Salary Range</i>	
<i>Salary Code</i>	Per Year	<i>Job Category</i>	Operations
<i>External Job Application</i>	Operations	<i>Internal Job Application</i>	Operations
<i>Location</i>	Amber Charter School East Harlem	<i>Posting Status</i>	Filled
<i>Minimum Qualifications Screening</i>	High School Diploma/GED		

Job Application Timeframes

<i>Internal Start Date</i>	<i>General Start Date</i>	07/05/2017
<i>Internal End Date</i>	<i>General End Date</i>	

Job Pools

<i>Pool Name</i>	<i>Quantity</i>	<i>Requisition ID</i>	<i>Requisition Title</i>
Default	1		

Alternate Job Contact

<i>Name</i>	<i>Title</i>
<i>Location</i>	<i>Phone</i>
<i>Email</i>	

References

<i>Automatically Send Reference Check</i>	No	<i>Reference Check Form</i>



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
- Facilitate 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.
- Work 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**
Internal End Date

General Start Date **08/08/2018**
General End Date

Job Pools

<i>Pool Name</i>	<i>Quantity</i>	<i>Requisition ID</i>	<i>Requisition Title</i>
Default	1		

Alternate Job Contact

<i>Name</i>	<i>Title</i>
<i>Location</i>	<i>Phone</i>
<i>Email</i>	

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 400 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: 08/2018

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.
- Focus 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.

<i>Shift Type</i>	Full-Time	<i>Salary Range</i>	
<i>Salary Code</i>	Please see our Salary Schedule (www.uft.org)	<i>Job Category</i>	Instruction
<i>External Job Application</i>	Specialist Application	<i>Internal Job Application</i>	Specialist Application
<i>Location</i>	Amber Charter School Kingsbridge	<i>Posting Status</i>	Filled
<i>Minimum Qualifications Screening</i>	Bachelors Degree		

Job Application Timeframes

<i>Internal Start Date</i>	<i>General Start Date</i>	05/21/2018
<i>Internal End Date</i>	<i>General End Date</i>	

Job Pools

<i>Pool Name</i>	<i>Quantity</i>	<i>Requisition ID</i>	<i>Requisition Title</i>
Default	1		

Alternate Job Contact

<i>Name</i>	<i>Title</i>
<i>Location</i>	<i>Phone</i>
<i>Email</i>	

References

<i>Automatically Send Reference Check</i>	No	<i>Reference Check Form</i>

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.

<i>Shift Type</i>	Full-Time	<i>Salary Range</i>	
<i>Salary Code</i>	Per Year	<i>Job Category</i>	Instruction Supervision
<i>External Job Application</i>	Instruction Supervision	<i>Internal Job Application</i>	Internal - Admin
<i>Location</i>	Amber Charter School East Harlem	<i>Posting Status</i>	Filled
<i>Minimum Qualifications Screening</i>	Bachelors Degree		

Job Application Timeframes

<i>Internal Start Date</i>	10/01/2018	<i>General Start Date</i>	10/01/2018
<i>Internal End Date</i>		<i>General End Date</i>	

Job Pools

<i>Pool Name</i>	<i>Quantity</i>	<i>Requisition ID</i>	<i>Requisition Title</i>
Default	1		

Alternate Job Contact

<i>Name</i>	<i>Title</i>
<i>Location</i>	<i>Phone</i>
<i>Email</i>	

References

<i>Automatically Send Reference Check</i>	No	<i>Reference Check Form</i>

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.

<i>Shift Type</i>	Full-Time	<i>Salary Range</i>	
<i>Salary Code</i>	Per Year	<i>Job Category</i>	Operations
<i>External Job Application</i>	Operations	<i>Internal Job Application</i>	Operations
<i>Location</i>	Amber Charter Schools	<i>Posting Status</i>	Filled
<i>Minimum Qualifications Screening</i>	High School Diploma/GED		

Job Application Timeframes

<i>Internal Start Date</i>	<i>General Start Date</i>	02/26/2018
<i>Internal End Date</i>	<i>General End Date</i>	

Job Pools

<i>Pool Name</i>	<i>Quantity</i>	<i>Requisition ID</i>	<i>Requisition Title</i>
Default	2		

Alternate Job Contact

<i>Name</i>	<i>Title</i>
<i>Location</i>	<i>Phone</i>
<i>Email</i>	

References

<i>Automatically Send Reference Check</i>	No	<i>Reference Check Form</i>